

HELLO!

ENGLISH
FOR SECONDARY SCHOOLS
Year Two



Student's Book

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Unit	Title	Grammar	Functions	Listening
Unit 1	The world of work	Past and present tenses	Describe likes and dislikes	Four people talking about their jobs Letters with different pronunciations in different words
Unit 2	Gulliver's Travels	Linking words (conjunctions)	Make small talk	A talk about Jonathan Swift Different spellings of the same sound
Unit 3	Today's money	Revision of verb tenses	Ask and answer questions	Three people discussing ways to buy things The hard and soft th sound
Review A	Revision	Revision		Four people describing how they use the internet
Unit 4	Teamwork	Future verb forms: <i>will, going to</i> and present continuous	Ask for and give advice	A conversation about sports Long and short vowel sounds
Unit 5	Lord of the Flies	Definite and indefinite articles	Give opinions	A discussion about William Golding Words with short vowel sounds
Unit 6	That's amazing!	Comparative and superlative forms <i>as...as, less/least, more/the most</i>	Express certainty and uncertainty	Two people doing a quiz Words with long vowel sounds
Review B	Revision	Revision		A talk about mountains
Unit 7	Business around the world	Relative clauses and relative pronoun <i>whose</i>	Polite greetings	Business people introducing each other Pronunciation of <i>schwa</i>
Unit 8	The Necklace	<i>Used to</i> for past habits and routines	Ask questions	A radio programme about Guy de Mopassant Silent consonants in sentences
Unit 9	The Olympics	Present perfect simple and continuous	Make suggestions, agree and disagree	A conversation about the Olympics Pronunciation of diphthongs
Review C	Revision	Revision		A sports quiz
Unit 10	Where today's food comes from	Question tags	Giving advice and instructions	A discussion about organic and modern farming Word stress in tag questions
Unit 11	Moby Dick	Past perfect simple and continuous	Make recommendations	A talk about Herman Melville Pronunciation: /ʃ/ and /tʃ/
Unit 12	A place to live	Pronouns, including reflexive pronouns	Ask and answer about dreams and ideals	Four people describing where they live Pronunciation: /br/ and /pr/
Review D	Revision	Revision		An interview about shopping habits
Unit 13	Wise words	Zero, first, second and third conditionals	Describe the morals of stories	A description of a scientific experiment Pronunciation of plural nouns
Unit 14	King Solomon's Mines	Prepositions after nouns, verbs and adjectives	Ask for and agree to help people	A conversation about Rider Haggard Stress in compound nouns
Unit 15	Off the beaten track	Passive verbs	Persuade people and ask for information	A talk about Dakhla oasis Pronunciation: <i>way</i> or <i>why</i> ?
Review E	Revision	Revision		Three conversations containing advice
Unit 16	Tourism today	Modal verbs of obligation <i>have to, must, need to</i>	Compromise and come to agreements	Three people discussing tourism Word stress
Unit 17	Jurassic Park	Passive verbs	Compare and contrast ideas	A talk about Michael Crichton Pronunciation of lists
Unit 18	Global issues	Modal verbs describing ability/possibility	Asking for permission	A discussion about global problems Words which sound similar
Review F	Revision	Revision		A discussion about types of holidays

Reading	Critical thinking	Speaking	Writing
A web page about Professor Magdi Yacoub	The positive contributions older people can make to society The value of charitable organisations	Conduct an interview	A report
A summary and explanation of part of <i>Gulliver's Travels</i>	How to understand when things are or are not important	Give a talk about a well-known writer	A narrative
A text about online shopping	Consider the advantages and disadvantages of internet shopping, banking and money	Do a shopping survey	A report based on a survey
A web page about Louis Pasteur	The value of health charities and medical research	Do a reading survey	A paragraph about a job
A text about cooperation	The benefits of cooperation and tolerance	PROJECT 1: Plan a new magazine Write a web page advertisement for a magazine	
A summary of <i>Lord of the Flies</i>	Qualities needed for leadership	Discuss rules	A set of rules
A text about mountaineering	The importance of motivation	Describe an experience Use idioms	An informal e-mail Punctuation: the apostrophe
An amusing story	Describe what makes you happy and your ambitions	Give a talk about a school challenge	A text about a book you have enjoyed
A text about the global economy	The importance of international trade	Roleplay business introductions	A formal business letter
A summary of <i>The Necklace</i>	How you feel about your situation in life	Describe a possession	A description of an object
A history of the Olympic Games	The benefits of international sports	Plan new sports for the Olympics	Complete a questionnaire about a new Olympic game
The history of trade	The benefits of trade	An informal business phone call	A paragraph about forms of exercise
A text about genetically modified food	The uses of genetic engineering	PROJECT 2: Complete a survey about healthy food Write an article giving advice about food	
A summary of <i>Moby Dick</i>	The dangers of being too ambitious	Review a book	A book review
A text about the purpose of buildings	The value of traditional ways of building	Discuss your ideal home	A description of a house Punctuation: commas and colons
The history of ice cream	The value of inventions	Discuss food labels and nutrition	A recommendation of a type of food
A newspaper report about an ill train passenger	The importance of mobile phones	Tell a story with a moral	A narrative
A summary of <i>King Solomon's Mines</i>	Why people's home countries are important to them	Ask for help with a project and agree to help	An e-mail agreeing to help with a project
A text about less well-known places in Egypt	Learn from the past	Roleplay a travel agent and tourist	Poster text for a tourist destination
A summary of <i>She</i>	The importance of our ancestors	Discuss a holiday destination	A description of a place that is off the beaten track
A text about tourism	The importance of tourism	Choose a holiday destination	A formal e-mail
A summary of <i>Jurassic Park</i>	The advantages and disadvantages of scientific research	Compare books or films	An informal e-mail
A text about global warming	Taking responsibility for global problems	PROJECT 3: Complete a survey about climate change An article on climate change Punctuation: inverted commas	
A text about dinosaurs	The usefulness of science	A talk about animal conservation	A paragraph about helping the environment

1 The world of work

Listening

Objectives

Grammar Past and present tenses

Functions Describe likes and dislikes

Listening Listen for gist and specific information

Reading Read for gist

Critical thinking The positive contributions older people can make to society and the value of charitable organisations

Writing A report

1 Check the meanings of these words in your *Active Study Dictionary*.

air conditioning civil engineer
delegation grandchildren
research uniform

2 You will hear four people talking about their jobs. Which speaker likes:

- a ☐ computers?
- b ☐ helping to improve their country?
- c ☒ good training and a smart uniform?
- d ☐ meeting important people?

3 Listen again and choose the correct answers.

- a Speaker 1 works in a modern/historic building.
- b Speaker 2 works *inside/outside*.
- c Speaker 3 started her job **2/12** years ago.
- d Speaker 4 first became interested in computers at **university/school**.

4 Read and answer the following questions.

- a Which speaker does the job shown in the photograph?
- b Which jobs do the speakers do?

5 Imagine you have one of the above jobs. Tell a partner why you like it using this language.

- **The reason I like this job** is that I meet all kinds of people.
- **The best thing about working here** is the friendly people.
- **I enjoy/love working here because** every day is different.
- **The main reason is** I'm proud to be helping to make Egypt a better place.

6 The sounds of English

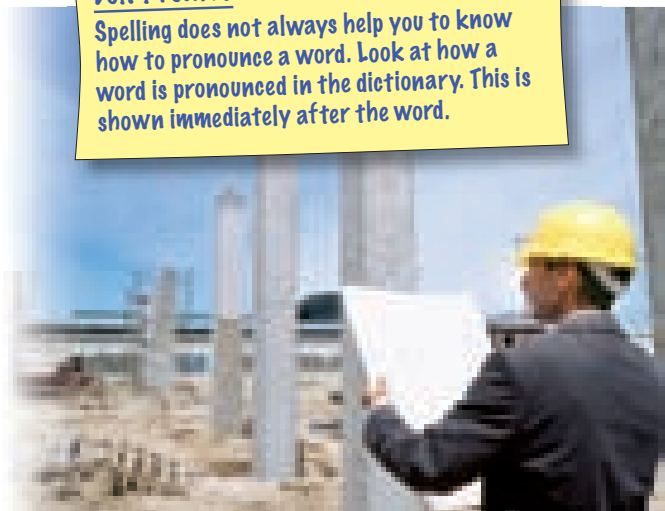
- a Say these pairs of words. Which letters are the same but sound different?

grandchildren Germany
countries count
leader headline

- b Look up these pairs of words in your *Active Study Dictionary*. How are they pronounced?
- c Listen and repeat the pairs of words.

DON'T FORGET

Spelling does not always help you to know how to pronounce a word. Look at how a word is pronounced in the dictionary. This is shown immediately after the word.



1 Study these sentences from the listening text, then answer the questions.

- a Which time does each sentence refer to: the present or the past?
- b What are the names of the tenses?

1 Since I started the job two years ago, I've met important people from all over the world.

Past: *past simple/present perfect*

2 Yesterday I was interviewing business leaders in Cairo.

3 Now I work for a well-known Egyptian company that writes computer programs.

4 At the moment, I'm doing research on a computer program for an Australian company.



2 Now study the sentences again and answer these questions.

- a Which past verb refers to:
- 1 an action which started and finished in the past? *I started (past simple)*
 - 2 something that happened for a period of time in the past?
 - 3 something that is part of a person's experience?
- b Which present verb refers to:
- 1 a habit or repeated action?
 - 2 something happening around now?

3 Choose the correct verbs to complete these sentences.

- a I **was wanting/have wanted** to be a doctor since I **was/have been** ten.
- b When I was eight, I **saw/was seeing** a programme about a famous Egyptian doctor on television.
- c We **make/are making** a card for my brother. **Do you want/Are you wanting** to help?
- d We **had/were having** a meeting at work this morning when suddenly all the office lights **went out/were going out**.
- e My sister **has always enjoyed/was always enjoying** working with children. At the moment, she **trains/is training** to be a primary school teacher.



4 Complete these questions, then ask your partner.

- a Have you ever met?
- b How long have you?
- c When was the last time you?
- d What are you doing?
- e What were you doing?

Have you ever met my brother?



No, I haven't.

- 1 Check the meanings of these words in your *Active Study Dictionary*.

operation qualify
surgeon transplant

- 2 Discuss these questions in pairs.

- What do you already know about Professor Magdi Yacoub? What would you like to know?
- Read the article quickly. Were your ideas mentioned? Did it answer your questions?

- 3 Read the article again and put the sentences in the order they happened.

- ☐ He retired as a surgeon.
- ☒ 1 He lived in many places around Egypt.
- ☐ He worked at a university in the United States.
- ☐ He studied medicine at university.
- ☐ He qualified as a doctor.
- ☐ He researched new treatments.
- ☐ He was head of a transplant programme at a hospital in Britain.

- 4 Complete these sentences with the correct form of *make* or *do*.

- Professor Magdi Yacoub was one of the first surgeons to do heart transplant operations.
- Professor Magdi Yacoub was part of a team which new heart parts from human cells.
- He believes his work can a difference in people's lives.
- He a lot of important work in his life.



Professor Magdi Yacoub

Professor Magdi Yacoub is a world-famous heart **surgeon**. He was born in Egypt in Belbis in 1935, the son of a surgeon who worked in different places around the country. The family had to move every few years, so Yacoub learnt to adapt to different situations and enjoyed meeting different people.

When his aunt died because of a heart problem, Yacoub decided to become a heart surgeon. He studied medicine at Cairo University and **qualified** as a doctor in 1957. In the 1960s, he taught at Chicago University in the United States and worked with many of the world's best heart surgeons.

Now Yacoub had the qualifications and experience to do great things. In 1973, he became a heart surgeon at Harefield Hospital in England. Under his leadership, Harefield became the most important **transplant**

centre in the country.

In the early 1980s, he was part of the team which did the first British heart transplant **operation**. At this time, Yacoub travelled thousands of kilometres in small planes and helicopters to find healthy hearts for transplants.

Yacoub became Professor of Heart Surgery at London University in 1986. Although he retired as a surgeon in 2001, Yacoub continued to research new treatments. Recently he was part of a team which made new heart parts from human cells.

If you ask why he continues to work in his 70s, he will say that he believes he can make a difference to people's lives. For this reason, he works for a charity in Africa which helps children with heart problems.

Critical thinking

1 Read this quotation from the article about Professor Magdi Yacoub and answer the questions.

- a What kind of people has Professor Yacoub helped in his life?
- b What differences has he made to their lives?
- c Why do you think Professor Yacoub chooses to help children in Africa?

If you ask why he continues to work in his 70s, he will say that he believes he can make a difference to people's lives. For this reason, he works for a charity in Africa which helps children with heart problems.

2 Answer the following questions.

- a When was Professor Magdi Yacoub born? *He was born in 1935.*
- b What did his father do?
- c Who has Professor Magdi Yacoub helped since he retired?
- d Why do you think Professor Yacoub's father had to work in different places in Egypt?
- e How do you think Professor Yacoub felt when his team did the first heart transplant?
- f Why did Professor Yacoub not stop working when he retired?



3 Now discuss these questions in pairs.

- a What is the normal retirement age for people in Egypt?
- b Can society benefit from people who work in their 70s or 80s? Give reasons.
- c What are people's main reasons for continuing to work when they are older?
- d Do older people have any special qualities that younger people do not have? Give examples.

4 Discuss these questions with a different partner.

- a What charitable organisations are important in Egypt? What do they do?
- b How important a part do charities play around the world today? Use the language below.

Expressing opinion with reasons:

- I think/believe charities are important because...
- In my opinion/view, charitable organisations do an excellent job, as they...
- If you ask me, people should give more money to charity so that...



Surgeon needed at Central Hospital

- This is a full-time job starting in May.
- Two years experience needed.
- Apply online at: www.centralhosp.org

Full-time junior architect with international company

You will work on projects planning a new school and designing an important city centre office building. Training will be given on the job. Phone to arrange interview: 08954 740927

Part-time accountant

needed at University of Science (10–15 hours a week).

If you have a qualification in maths or some accounting experience, apply in writing to: P.O. Box 43, Cairo.

1 Read these three job advertisements and discuss the questions below.

- Do people who do jobs like these help society? How?
- Which of these three jobs would you most like to do? Why?

2 When you fill in a job application form, you have to answer questions about yourself. Match the form headings 1–8 with the correct questions a–h.

- | | | |
|------------------|---------------------------------------|-----------------------------|
| 1 Surname | a <input type="checkbox"/> | Are you married or single? |
| 2 First name | b <input checked="" type="checkbox"/> | What is your family name? |
| 3 Date of birth | c <input type="checkbox"/> | Where do you live? |
| 4 Nationality | d <input type="checkbox"/> | When were you born? |
| 5 Address | e <input type="checkbox"/> | Which school do you go to? |
| 6 Education | f <input type="checkbox"/> | What is your first name? |
| 7 Qualifications | g <input type="checkbox"/> | Which country are you from? |
| 8 Marital status | h <input type="checkbox"/> | What exams have you passed? |

3 Now ask your partner questions a–h above and complete this form with their answers.



Title Mr/Mrs/Miss	Surname	First name
Marital status		Date of birth
Nationality		
Address		
Education		
Qualifications		

UNIT 2 Gulliver's Travels

Listening

Objectives

Grammar Linking words (conjunctions)

Functions Make small talk

Listening Listen for gist and for detail

Reading Read for gist and detail and to guess the meanings of unknown words

Critical thinking How to understand when things are or are not important

Writing A narrative

- 1 Check the meanings of these words in your *Active Study Dictionary*.

commentary diplomat explanation
imaginative politician politics publish

- 2 Read these sentences about the writer Jonathan Swift. Can you choose the correct answer?

- a Jonathan Swift was **French/Russian/Irish**.
- b He was born in **1667/1867/1967**.
- c As well as being a writer, he was a **doctor/politician/farmer**.

- 3 Listen to a talk about Jonathan Swift and check your answers.

- 4 Listen again and complete these sentences.

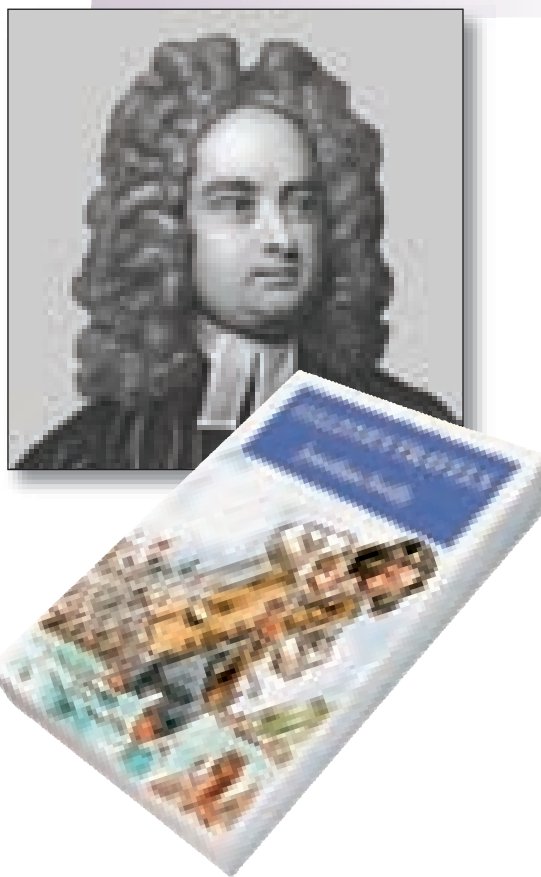
- a Jonathan Swift's mother was English, but his father was Irish.
- b Jonathan Swift's father died
- c In England, Swift worked as a secretary to
- d As soon as *Gulliver's Travels* was published, it was
- e Today, some people think *Gulliver's Travels* was the first
- f *Gulliver's Travels* was Jonathan Swift's most

- 5 The sounds of English

- a Match the words in 1 with a word in 2 that has the same sound.

- 1 although brought enough plough
2 cow borrow suffer port

- b Listen, check your answers and repeat the words.



- 6 Read and complete this conversation.

- A Are you reading *Gulliver's Travels*?
B Yes, a although I haven't finished it yet.
A What do you b of it?
B It's really exciting and very funny.
A I'd love to read it. Could I c it when you've finished?
B d course. I'll give you a ring when I've finished it.
A That's very e of you. Thanks.

Listen and check your answers.

1 Read these sentences from the listening text.

a Complete the sentences with these words.

while if but because ~~although~~

- 1 Although he spent his early years in England, he returned to Ireland to go to school and university.
- 2 he was working as a secretary, Swift started to write.
- 3 In my opinion, the book succeeds it has these different meanings.
- 4 Jonathan Swift wrote other books, none were as successful as *Gulliver's Travels*.
- 5 you're interested in knowing more about the author, I have a list of web pages you can look at.

b Listen and check your answers.

2 Now match the linking words you added to Exercise 1 with their meanings. Check in your **Active Study Dictionary**.

- a used in the middle of a sentence before something that is different, or opposite from something that has come earlier but
- b for the reason that
- c during the time that something is happening
- d in spite of the fact that something is true
- e used to talk about something that might happen

3 Rewrite these sentences in your exercise books using one of the linking words.

although because ~~but~~ if while

- a I've heard of Jonathan Swift. I didn't know that he wrote *Gulliver's Travels*.
I've heard of Jonathan Swift, but I didn't know that he wrote Gulliver's Travels.
- b You like science fiction novels. You will like *Gulliver's Travels*.
- c I know that Gulliver meets some very small people. I've never read the book.
- d It took me a long time to read *Gulliver's Travels*. It is a very long book.
- e I fell asleep. I was watching a long film.

4 Complete these sentences with your own ideas.

- a I like reading novels, but
- b While I was coming to school today,
- c Although I've heard a lot about England,
- d If I want to find out about a famous writer,
- e I enjoy studying English because



Gulliver's voyage to Lilliput



After a storm at sea, Lemuel Gulliver, a ship's doctor, is shipwrecked on the island of Lilliput. The people of Lilliput are only 15 centimetres tall so they think Gulliver is a **giant** sent by their enemies from the **neighbouring** island of Belfusco. They are frightened, so they capture him and tie him to the ground to stop him from escaping.

Gulliver tells the people his story and promises to help them in their fight against Belfusco. He soon becomes a favourite of the king. Gulliver then helps them to beat their enemies by **stealing** all their ships, but he does not agree with the idea of punishing the people of the island. This makes the king angry and he decides that Gulliver must die. Luckily, a friend helps Gulliver to escape to Belfusco and he sails home.

- 1** Check the meanings of these words in your *Active Study Dictionary*.

represent	ridiculous
steal	tie (v)
	voyage

- 2** Read this part of *Gulliver's Travels* and answer these questions.

- How is Gulliver different from the people of Lilliput? He is much taller.
- Who or what is Belfusco?
- Why is the king angry?
- Who or what is Brobdingnag?

- 3** Choose the correct meanings of these words from A, B or C.

- | | | | |
|----------------|-------------|--------------------|-------------------------|
| a giant | A foreigner | B a very small man | C a very big man |
| b neighbouring | A next | B friendly | C beautiful |
| c make fun of | A explain | B describe | C laugh at |

- 4** Read the story again. Are these sentences *True* or *False*? Correct any false statements.

- The people of Lilliput are taller than Gulliver.
False: The people of Lilliput are shorter than Gulliver.
- The people of Lilliput believe that their enemies sent Gulliver.
- The King of Lilliput rewards Gulliver for helping him to win his war.
- For Swift, the people of Lilliput are like European politicians.
- The people of Brobdingnag are the same size as Gulliver.

In the story of Gulliver in Lilliput, Jonathan Swift is **making fun of** European politics. The war between the islands **represents** the war between old enemies within Europe.

Swift also makes fun of the ridiculous things politicians argue about. He shows this by giving the people of Lilliput small minds as well as small bodies. In the story, they cannot agree about whether you should break a boiled egg at the big end or the small end.

On his second voyage, Gulliver sails to Brobdingnag, where the people are 18 metres tall. He has more exciting adventures. Only this time, Gulliver feels very small.



1 Answer the following questions.

- What was Gulliver's job on the ship? *He was a doctor.*
- Why did the people of Lilliput tie Gulliver to the ground?
- How tall were the people of Brobdingnag?
- Why do you think Jonathan Swift writes about the war between two islands and not the war between countries in Europe?
- In your opinion, what does Jonathan Swift think about politicians at this time?
- How do you think Gulliver felt when he arrived in Brobdingnag?

2 Read this quotation from the story and answer the questions.

- What does this quotation show about the difference in character between Gulliver and the King of Lilliput?
- Why do you think Gulliver does not agree with the idea of punishing the people of the neighbouring island after they have been beaten?
- What is Swift's message in this story?

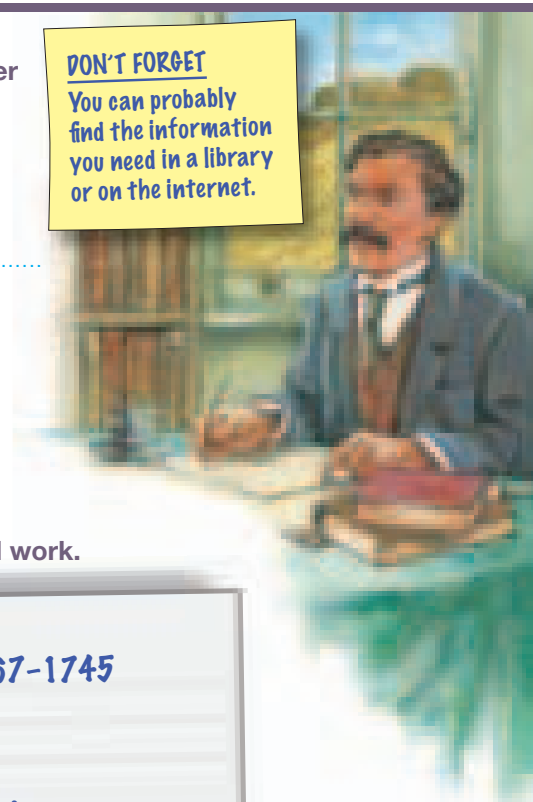
Gulliver then helps them to beat the people of Belfusco by stealing all their ships, but he does not agree with the idea of punishing the people of the island. This makes the king angry and he decides that Gulliver must die.

3 Discuss this question in pairs.

Disagreeing about whether to break a boiled egg at the big end or the small end is an example of a ridiculous argument. What other ridiculous subjects do people sometimes argue about?

DON'T FORGET

You can probably find the information you need in a library or on the internet.



- 1 You are going to talk about a famous writer. Choose a writer you like and make notes to answer these questions.

- What is the writer's name and nationality?
- Is he or she living now?
- If the answer to **b** is *No*, when did the writer live?
- What is the writer's most famous book?
- What is this book about?
- What other books did this person write?
- What do you like about this writer?

- 2 Use the example to make notes about your writer's life and work.

Beginning Jonathan Swift (JS), Irish. Lived 1667-1745

Middle Famous book: *Gulliver's Travels*
 Adventures of doctor
 Sails to Lilliput (island of small people) and
 Brobdingnag (giants)
 Other books: *A Modest Proposal*, *A Tale of a Tub*

End Stories exciting, funny, with interesting message



- 3 Work in small groups.

- Take turns to tell the other students in the group about the writer you have chosen. Use the notes you have made in Exercise 2 above.
- After each student has spoken, other students in the group who know this writer can say what they think of him or her.

UNIT 3 Today's money

Listening

Objectives

Grammar Revision of past verb tenses

Functions Ask and answer questions

Listening Listen for gist and detail

Reading Read for gist and specific information

Critical thinking Consider the advantages of internet shopping, banking and money

Writing A report based on a survey

1 Check your vocabulary.

a Match the pictures to these ways of paying for things.

- 1 ☒ debit card 3 ☐ credit card
2 ☐ cash 4 ☐ cheque

b Now check the meanings of these words in your *Active Study Dictionary*.

a bargain online surf the internet

2 Listen to three friends talking about buying things and answer the questions.

- a Which three ways of paying for things do they talk about? Cash
b Which two places to buy things from do they talk about?

3 Listen again and complete these sentences with a word or phrase.

- a Omar has bought a camera for his sister.
b He bought the camera from
c After he had bought it, he found the same camera for less money while he was
d Hany's father buys things online because he doesn't to go shopping.
e Omar prefers to buy things from
f The guitar Ali's father ordered from the internet was when it arrived.

4 Discuss these questions in pairs, using language from the box.

- a How do people you know pay for things?
b Where do people you know like to buy things from?

Most/Not many people I know	prefer to	pay by (cash/credit card). buy/get things from (supermarkets) because...
	like to	
	would rather	

5 The sounds of English

a The **th** sound can be soft /θ/ or hard /ð/. Listen and write **S** for soft or **H** for hard.

- 1 ☒ **H** this 4 ☐ them
2 ☐ that 5 ☐ three
3 ☐ thing 6 ☐ birthday

b Listen and repeat these sentences.

- 1 Their brother is older than my brother. He's 33.
2 We meet on the third Thursday of each month.
3 It's my birthday. Thanks for the present.
4 Things in the shops cost more than they did this time last year.

1 Discuss the difference in meaning between these pairs of sentences with your partner.

- a I **finished** my homework at eight o'clock last night.
I **was finishing** my homework at eight o'clock last night.
- b When I woke up, my father **left**.
When I woke up, my father **had left**.
- c My brother **learnt** to drive last year.
My brother **has learnt** to drive.
- d I saw my cousin again last year. I **thought** he was tall.
I saw my cousin again last year. I **had thought** he was tall.

DON'T FORGET
Some verbs, such as *think, believe* and *know*, are not usually used in the continuous tense.

2 Now read these sentences from the listening text and choose the correct verbs.

- a Look at this camera I **have bought** bought for my sister yesterday.
- b Last night, while I **surfed/was surfing** the internet, I **found/was finding** the camera was much cheaper to buy online – less than half the price I **was paying/had paid** for it.
- c **He often telling/He's often told** me to look on the internet.
- d I'm sure your sister will love the camera **you've bought/you buy** her.



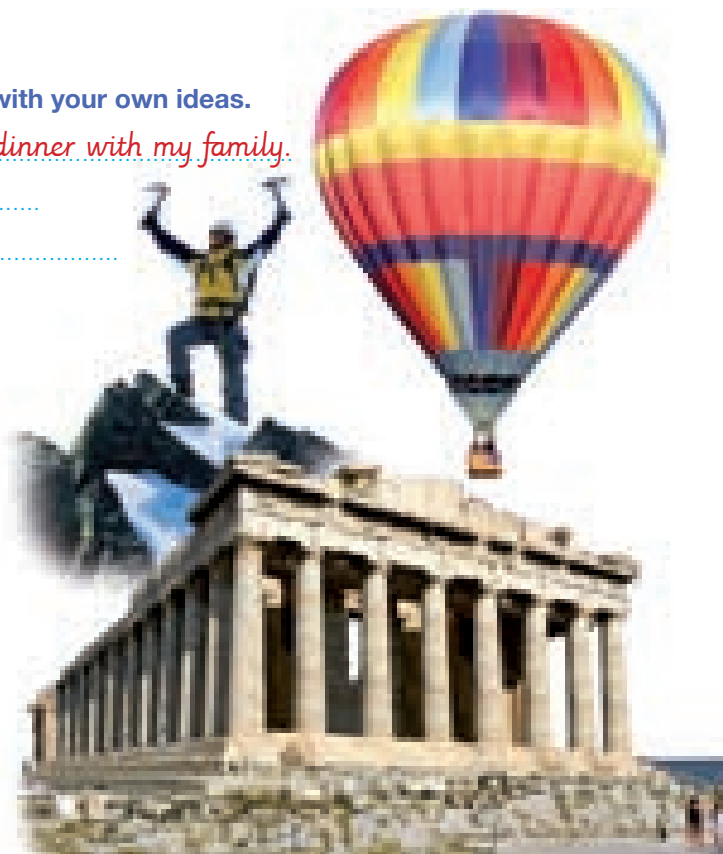
Listen to the sentences again to check your answers.

3 Read these sentences and complete them with your own ideas.

- a At 7.15 yesterday evening, *I was having dinner with my family.*
- b Before I was five years old, I had
- c When I arrived at school this morning, I
- d By the age of ten, I
- e I have never

4 In pairs, tell each other about the following.

- a Things you thought or believed when you were 7 years old.
- b Things you had done by the age of 12.
- c Things you have never done, but would like to do in the future.
- d Things you were doing at this time yesterday.



1 Choose the correct meanings for these words.

- a **broadband**: a fast slow internet connection
- b **traditional**: *using/not using* modern ideas
- c **user-friendly**: *good/easy* to use

2 Use your Active Study Dictionary to find the correct meaning of the words in bold.

- a My sister wants to open a bank **account**.
Meaning 2: an arrangement that allows you to keep your money in a bank.
- b What **activities** do you enjoy at the weekend?
- c Click on the **mouse** to get onto the internet.
.....
- d You can find lots of new furniture in this **catalogue**.
.....

DON'T FORGET
Read all the meanings in your dictionary and decide on the meaning you need.

3 Answer these questions, then read the article to check your ideas.

- a If someone cannot get to a shop, how could they buy something before there was online shopping?
- b Why do you think online shopping has become so popular?

4 Are these sentences True or False? Correct the false ones.

- a There are now fewer broadband connections than in the past.
False – There are more.
- b Food can be delivered to people who have ordered it online.
- c Online companies send people attractive catalogues to persuade them to order online.
- d The greatest increase in online shopping is among women.
- e People who do internet banking go to their banks to arrange to borrow money.
.....

5 Discuss these questions in pairs.

- a Would you prefer internet banking or to go to a traditional bank?
- b Would you agree to put all your bank details onto a website? Why/Why not?

The growth of online shopping

People use computers for many different **activities**, from reading **online** newspapers to listening to music, but the fastest-growing areas of computer use are online shopping and internet banking.

Until recently, shoppers had two choices: they could buy things from shops, or they could order them by post or phone from a **catalogue**. What has made internet shopping so popular is the increase in the number of **broadband** internet connections. To attract customers, many online shops and

companies now have interesting, **user-friendly** websites which make buying things easier than **traditional** ways of shopping. With just a few clicks of the **mouse**, you can order almost anything you can find in ordinary shops. In some countries, people order their food online and have it delivered by supermarkets to their homes. In Britain, experts believe that in the next year, online shopping will increase.

As well as being easier for people with busy lives, internet shopping also helps people to

look for things they cannot find in their own area and to find them at the cheapest prices. Interestingly, researchers have found that the largest increase in online shopping is among men.

People are also changing to internet banking. In the past, everyone used to go into their bank to put money into their **accounts** or to arrange to borrow money. Now, more and more people are doing all their banking activities online. Some people never visit a real bank – when they need cash, they get it from a cash machine.

1 Answer the following questions.

- a Why do fewer people use catalogues to buy things today?
Because now they can buy things online.
- b What change in computer technology has made online shopping more popular?
- c Which group of people have increased their internet shopping the most?
- d Do you think there will be fewer banks in the future?
- e What do you think makes a user-friendly website?
- f What groups of people do you think order their food online and have it delivered to their homes?
.....

2 Answer these questions.

- a What advantages are there for companies that sell their things online?
- b What advantages are there for their customers?
- c Can you think of any disadvantages to online shopping?

3 Look at the following information about people who complained about internet shopping and discuss the questions in pairs.

42% of people complained that they did not get what they ordered.

30% of people complained that what they ordered was never delivered.

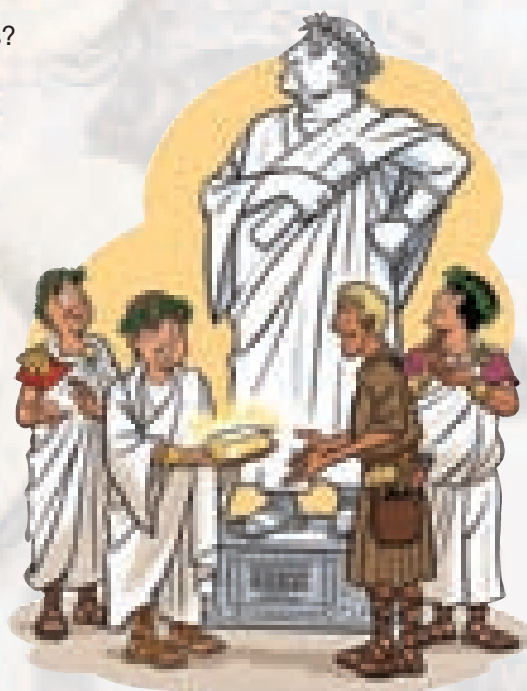
11% of people complained that what they ordered was broken or damaged.

10% of people complained that they gave their bank account details to a false company.

- a How do you think people can avoid these problems?
- b Would you have the same problems if you bought something from a shop?

4 Discuss these questions in pairs or small groups.

- a People have used many different things for money in the past, for example salt, coins, bank notes and plastic cards. What other things have been used for money?
- b Why do you think money has changed over the years?
- c How do you think people will pay for things in the future?



- 1** You are going to ask someone about their shopping habits.
Read the survey and add a final question of your own.

Shopping survey

First name: Surname:

- IN SHOPS**
- 1 What was the last thing you bought in a shop?
 - 2 Where did you buy it?
 - 3 How did you pay for it?
- ONLINE**
- 4 Have you ever bought anything online? YES/NO
If YES, what was it?
How did you pay for it?
 - 5 Has another person bought anything online for you? YES/NO
If YES, what was it?
How did this person pay for it?
- THE FUTURE**
- 6 When you are older, will you buy things online? YES/NO
If YES, what is your main reason?
If NO, why not?
 - 7 Do you have any worries about buying things online? YES/NO
If YES, what are your worries?
If NO, why not?
 - 8 Will you do internet banking? YES/NO
Why?/Why not?
 - 9
- Answer:**

- 2** Ask another student to complete the survey and note down their answers. Use this language.

Interviewer language (Asking for information)

- Excuse me, could I ask you some questions about...?
- Could you tell me...?
- Can you say why/why not?
- Thank you for your time.

Replies (Giving information)

- Yes, of course.
Yes, that's fine.
Yes, certainly.
I'd rather not answer that question.
You're welcome.

Now answer your partner's questions.

- 3** Check your notes.

- a** Read the notes you made about your partner's answers and check what you have written. You will need to use these notes later.
- b** Check for spelling mistakes, using your *Active Study Dictionary* if necessary.



Review A

Listening



- 1 Listen to four people talking about how they use the internet. Match each speaker 1–4 with one of these subjects. (You do not need one).

- a ☐ to e-mail friends
- b ☐ to find out sports information
- c ☐ to study a language
- d ☒ to buy things
- e ☐ to find a new job

- 2 Listen again and complete these sentences with a word or phrase.

- a The first speaker wants to buy a present for one of her grandchildren.
- b The second speaker is going to be an when he finishes his training.
- c The third speaker doesn't buy CDs. He listens to music
- d The fourth speaker would like to work abroad as a



- 3 Finish these sentences with your own ideas, then compare your ideas in pairs.

- a Most people I know prefer to watch films on television or at the cinema.
- b The best thing about buying things online is
- c Some people would prefer to pay for things by credit card because

- 4 Complete these conversations.

- a A Excuse me, could I ask you some questions about holidays you've had?
B Yes, certainly.
- b A I need to contact one of my friends quickly but he lives in Australia.
B If you ask me,
- c A You can borrow this magazine when I have finished reading it.
B That's very

- 5 The sounds of English

- a Listen and repeat the three sentences you hear.
- b Listen again and write the three sentences.

- A
- B
- C



1 Look at the pictures. Write what people with this job do and what this person is doing now.

a Mohanad is an architect.

Architects design houses and other buildings.

Mohanad is taking photographs of a new building project.

b Anwar is a surgeon.

c Ahmed is a civil engineer.

d Habiba is an accountant.

Which of these four jobs would you prefer to do? Why? Discuss in pairs.

2 Choose the correct linking words in this conversation.

Mahmoud Would you like to go swimming tomorrow morning?

Adel Sorry I can't, **a** although **while** I'd love to. But I have work to do.

Mahmoud You work very hard.

Adel That's **b** because/if I want to go to a good university.

Mahmoud **c** If/While you ask me, you need to relax sometimes.

Adel I know that, **d** because/but I only have to work for two more weeks.

Mahmoud I expect you think about work **e** although/while you're asleep, don't you?

3 Complete the sentences with the correct past forms of the verbs in brackets.

a Last summer I **1** went (go) to Alexandria for my holiday. I **2** (decide) to go by train because I **3** (travel) there by road the summer before and it **4** (be) very hot and uncomfortable.

b Thirty years ago, when people **1** (buy) expensive things, they **2** (pay) by cheque. Before that, most people **3** (use) cash. Cheques **4** (become) popular because people **5** (not want) to carry coins and notes around with them. Then they **6** (invent) credit and debit cards and everything **7** (change).

- 1 Complete the article about the French scientist Louis Pasteur with the correct form of these words.

explanation ~~imaginative~~
qualifications research surname



Louis Pasteur, 1822–1895, Scientist

Louis Pasteur was a world-famous scientist, who was born in 1822 into an ordinary French family.

When he first went to school, he was a lazy student, but his life changed when a new and **a** *imaginative* chemistry teacher arrived. From that time, he became very excited about the subject and he left school with good **b**

He studied in Paris and, in 1854, after doing **c** for a number of years, he became Professor of Chemistry at the University of Lille in northern France. Part of his work there was to help companies with their problems. For example, he showed a food company that they could kill germs in milk by boiling it and cooling it again. This made the milk safe to drink.

After this, he showed that people could catch diseases from other people who were carrying germs. He also gave people an **d** as to how germs can infect people. He described the three different ways: through the air, through our skin and in the food we eat. Later, he discovered ways of preventing diseases from passing from person to person.

In 1888, he started a special school for the study of diseases. The school took its name from his **e** : it was called the Pasteur Institute. Pasteur died in 1895 at the age of 72. Thanks to his discoveries, more people live healthy lives and fewer people die from common diseases.



- 2 In pairs, use these words and phrases to ask and answer questions about Louis Pasteur.

- a** When/born?
A *When was Louis Pasteur born?*
B *He was born in 1822.*
- b** Where/born?
- c** When/life change?
- d** Where/become/Professor of Chemistry?
- e** How/kill germs in milk?
- f** What/show?
- g** How/germs/infect us?
- h** What/discover?

- 1** Match a verb with a word or phrase. Then use the correct form of these words to complete the sentences.

~~make~~
publish
research
steal
surf

information
money
~~fun of someone~~
the internet
a novel

- a Nobody likes people who *make fun of someone* ... for making a mistake.
b You will lose your job if you from the company you work for.
c My teacher told me to use the library to about the Ancient Egyptians.
d If you have a computer, you can to find information online.
e I hope you will my after you have read it.

Critical thinking

- 1** Read this quotation from the article about Pasteur and answer the questions.

After this, he showed that people could catch diseases from other people who were carrying germs... Later, he discovered ways of preventing diseases from passing from person to person.

- a How can people catch diseases from each other?
b How has Pasteur's work helped people today?



- 2** Discuss these questions in pairs, then write short answers.

- a Which charitable organisations help people to stay healthy?
Make a list of organisations you know about.
.....
b What kinds of things do these organisations do to help people?
Make a list of some of their activities.
They help people injured in wars.
c How can richer countries help poorer countries with their health problems?
Write a short list of suggestions.
They can help to train their doctors.
d Why is it important for countries to work with each other in doing medical research? Note down one or two reasons.
.....

Compare your notes with another pair and discuss any points you disagree about.

1 Answer the questions to complete this reading survey.

Reading survey

- 1 How old were you when you learnt to read?
- 2 What was the first book you read?
- 3 How many books a year do you read now?
- 4 What kind of books do you like best?
- 5 Who is your favourite writer?
- 6 Which books have you read by this writer?
- 7 When and where do you read?
- 8 What are you reading at the moment?
or What was the last book you read?

2 Work in pairs. Compare your answers to the survey questions.

- a Which books have you both read? Tell your partner about any books that he/she has not read.
- b Tell each other about books you read when you were children.

3 Discuss in pairs.

- Choose a book each and agree on which one you would rather/prefer to read.
- Make brief notes saying what the book is about.
- Make notes saying why you like the book.



4 Work in groups of four.

- a Pairs should give a short talk telling another pair about the book they talked about in Exercise 3. Use some of this language.

- The reason I enjoyed this book is that it...
- The best thing about this book is...
- I like this writer because...
- Although this book (was written 40 years ago), it is...

- b After each book has been described, students can ask and answer questions.



UNIT 4 Teamwork

Listening

Objectives

Grammar Future verb forms: *will*, *going to* and present continuous

Functions Ask for and give advice

Listening Listen for gist and detailed information

Reading Read for gist and specific information

Critical thinking Discuss the benefits of cooperation and tolerance

Writing An advertisement for a magazine

1 Discuss these questions with a partner.

- Which of these sports have you played? Which would you like to play?
- Which are team games? Which can be played as individual sports?

2 Listen to a conversation about sports and answer these questions.

- Which four sports do Ali and his brother Omar talk about? Squash,
- What kind of sports does Ali prefer?
.....

3 Listen again and match the phrases below to the sports they describe.

basketball squash hockey football

- You have to beat the person you are playing alone. Squash
- You can't play it on your own.
- You need to be very tall.
- I already play that.
- I'm sure you'll enjoy it.

4 In pairs, take turns to ask each other for advice about what sport you should do, using this language.

Asking for advice	Giving advice
I like team games/individual sports. I'm (not) very tall. Which sport do you think I should choose?	If you ask me, you should...
I want to keep fit/meet other people. Which sport would you do?	If I were you, I'd go for...
	I think you should...
	Why don't you... ?
	I really would/wouldn't...

5 The sounds of English

- Listen and tick the word you hear from each pair.

1 fit <input checked="" type="checkbox"/>	feet <input type="checkbox"/>
2 bit <input type="checkbox"/>	beat <input type="checkbox"/>
3 his <input type="checkbox"/>	he's <input type="checkbox"/>
4 will <input type="checkbox"/>	wheel <input type="checkbox"/>

- Now listen and repeat these sentences.
 - My running shoes don't fit my feet.
 - He beat me because he's a bit faster.
 - He's playing in his tennis tournament.
 - Will the wheel fall off?



1 Read these sentences from the listening text and answer the questions.

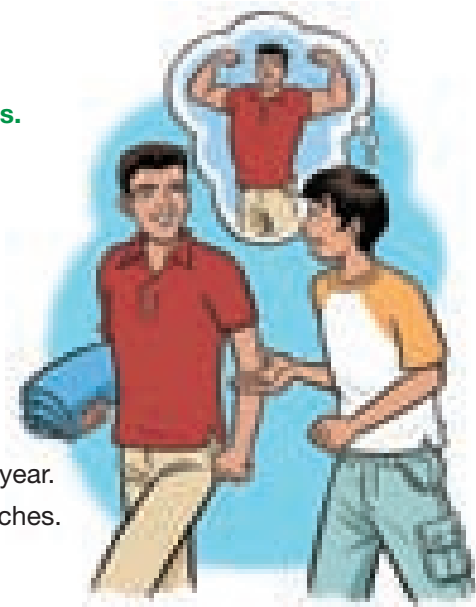
- 1 They're starting lots of sports at our sports centre soon.
- 2 I think you'll be very good at it.
- 3 I'm definitely going to try hockey.

In which sentence does the speaker:

- a ...make a prediction? *Sentence 2: you'll be good at it.*
- b ...refer to a definite decision or an intention?
- c ...talk about a plan or arrangement?

2 Choose the best future forms to complete these conversations.

- a A This year, **I'm going to go** I'll go swimming every day.
B That's a good idea. You'll get/re getting very fit.
- b A I'm going/I will go on holiday tomorrow.
B I'm sure you are going to/will enjoy it.
- c A What do you do/are you doing at the weekend?
B I don't have any plans, but I expect I'll spend/I'm spending some time with my friends.
- d A My football team are getting/get two new players for next year.
B Great. I think the team are going to win/will win more matches.

**3** What is the difference between these two sentences that make predictions?

I think the weather in England *will be* cold and rainy.



There's not a cloud in the sky – it's *going to be* another very sunny day.

4 Write what you would say in these situations, then compare answers with a partner.

- a You've just decided what to do this evening. Tell someone. *I'm going to...*
- b Think about the next seven days. What are your arrangements?
- c Look out of the window and make a prediction about tomorrow's weather.
- d Think about this time next year. Make a prediction about your future.

- 1 Check the meanings of these words in your *Active Study Dictionary*.

attach bring up cooperate
pack (n) situation string tolerance

- 2 Discuss these questions in pairs. Then read the article and check your ideas.

- a How do members of sports teams cooperate? Why do they do this?
- b Can you think of ways in which animals such as lions cooperate with each other?



- 3 Read again and complete these sentences.

- a Footballers, nurses and scientists are all examples of people who cooperate with each other to be successful.
- b Lions and elephants are examples of animals which
- c The experiment with the two birds shows that even birds can
- d Tolerance is needed by people who

- 4 Discuss these questions in pairs.

- a How is the work of surgeons, doctors and nurses different?
- b How do they cooperate?

Cooperation

A friend who is playing in an important football match this afternoon asks for advice. What will you say? "I think you should try to score lots of goals"? This is helpful, but perhaps the best advice is "Don't forget you're part of a team. Pass the ball to other players."

There are many situations where groups of people need to **cooperate** to succeed, for example, surgeons, who work with a team of doctors and nurses to help patients; or scientists who have to work in large, complex teams to send people into space.

Animals also cooperate. For example, lions hunt their prey in **packs**, and elephants live in family groups to **bring up** their young and protect ill members. In a recent experiment, scientists showed that even birds can cooperate on complex 'jobs'. Two birds were put into a cage with a box of food outside. The birds could see the food, but they had to pull pieces of **string attached** to the box to get the food into their cage. If only one bird pulled a string, the box did not move. However, if both birds pulled the strings at the same time, they moved the box and got the food.

To be a successful team member, you may need to cooperate with people who are very different from you and who you may not like. To succeed, you will have to show **tolerance** and work with these people. Imagine what would happen if a nurse refused to help a doctor.



1 Answer the following questions.

- a Who works in a team with surgeons? *Doctors and nurses do.*
- b How do elephants cooperate with each other?
- c What did the birds in the cage have to do to get the food?
- d Why do you think lions hunt in packs?
- e Do you think that the scientists were surprised that the birds cooperated?
- f What would happen if people did not show tolerance to people they did not like?

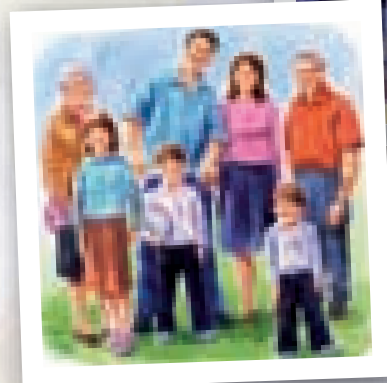
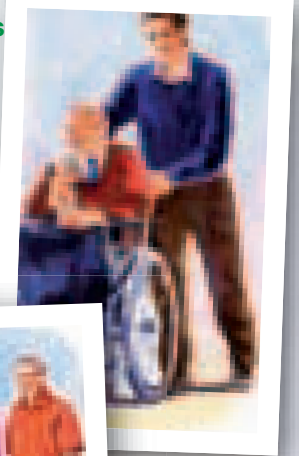
2 Read this quotation from the article and discuss the questions.

To be a successful team member, you may need to cooperate with people who are very different from you and who you may not like. To succeed, you will have to show tolerance and work with these people. Imagine what would happen if a nurse refused to help a doctor.

- a What could go wrong if a nurse refused to help a doctor?
- b Sometimes footballers refuse to pass the ball. Why do they do this?
- c Think of other people, like doctors and nurses, who have to work in teams. How do the different members of these teams help each other?
- d Why is it difficult for some people to show tolerance towards others?
- e How is showing tolerance towards people different from liking them? Give some examples from your personal experience.

**3 Look at the pictures and discuss the questions in pairs.**

- a How can people of different ages benefit from cooperating with each other?



- b How would life be different if family members did not show tolerance towards each other?



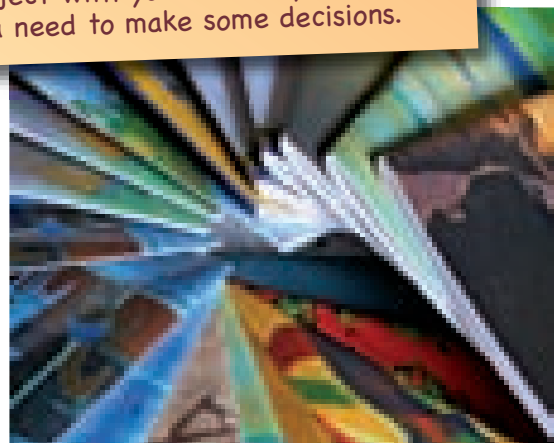
- c How can neighbours improve their quality of life through tolerance and by cooperating with each other?

Project 1 Starting a local magazine



Situation

You and your partner have decided to start a magazine for young people in your school or your local area. Neither of you have done anything like this before, so you decide to get a team together to work on the project with you. Before you begin, you need to make some decisions.



1 Read this situation, then discuss the questions in pairs.

- a Who would you like to read the magazine – students, children, adults, older people?
- b What are you going to put in your magazine – stories, news, pictures, facts, jokes, reports on sports, films, politics, books?
- c How often is it going to be published – daily, weekly or monthly?

2 Which of these jobs would you like to do? Discuss with your partner.

Job	Job description
Editor	<ul style="list-style-type: none"> Decide what should be in the magazine. Improve the quality of writing. Find out what the readers want.
Writer	<ul style="list-style-type: none"> Write news stories, interesting articles and fiction.
Illustrator	<ul style="list-style-type: none"> Draw pictures and cartoons.
Photographer	<ul style="list-style-type: none"> Take photographs.
Designer	<ul style="list-style-type: none"> Decide what the magazine should look like.
Business manager	<ul style="list-style-type: none"> Decide on the price. Sell and deliver the magazine to readers.

3 Now discuss these questions.

- a You can have two more people to work in your team. Which jobs are they going to do? Can anyone do more than one job?
- b How are you going to choose the extra people you need?
- c How are you going to make sure your magazine group works well as a team?



5 Lord of the Flies

Listening

Objectives

Grammar Definite and indefinite articles

Functions Give opinions

Listening Listen for detail and identify points of view

Reading Read for gist and recognise attitude

Critical thinking Qualities needed for leadership

Writing Rules

1 Discuss these questions in pairs.

- What is the last book you read?
- Did you enjoy it? Why?/Why not?

2 Before you listen, check the meanings of these words in your *Active Study Dictionary*.

cruel literature navy optimistic pessimistic shocked

3 Listen to two people discussing the novel *Lord of the Flies* and complete these sentences about the author, William Golding.

- William Golding was born in 1911 and died in
- Before he became a teacher, he worked as an
- Golding believed that everyone could be

4 Listen again and choose the correct answer.

- How did Karim know about William Golding?
 A He saw a TV programme. B He read a book. **C He heard a radio programme.**
- Where did Golding teach?
 A at Oxford University B in a primary school C in a secondary school
- What did Golding do during the Second World War?
 A He was a soldier. B He was a sailor. C He was a pilot.
- When did Golding start to write?
 A in the 1930s B in the 1940s C in the 1950s
- What did Golding find out about people during the war?
 A They could be very cruel. B They could be very kind. C They didn't like children.

5 The sounds of English

- Listen and repeat sentences 1-4.
- Now complete the table with the matching short vowel sounds.

- Have you read any of his other novels?
- It's not a happy story, but it makes you think.
- Golding studied at Oxford.
- Then he went to teach in a secondary school.

1 have /æ/ read /e/ his /ɪ/ novels /ɒ/ other /ʌ/

2 happy think not but

3

4

1 Read these sentences from the listening text.

- 1 He became an English teacher in a secondary school.
- 2 During the Second World War, Golding was a sailor in the British navy.
- 3 After the war, he went back to teach in the same school.
- 4 I read an article which said that Golding was shocked by things he had seen.

- a Underline all the articles.
- b When do we use *an* instead of *a*?

2 Complete these sentences with *a*, *an* or *the* and give examples from Exercise 1.

- a For a person or thing we have already talked about, use the, e.g. Sentence 3, the war/the same school.
- b To refer to someone's job or position, use
- c To talk about one of many people or things, use
- d For a person or thing there is only one of, use
- e To refer to a person or thing for the first time, use



3 Discuss the following in pairs.

- a What is the difference in meaning between these sentences?
 - 1 *Children can be cruel.*
The children in Lord of the Flies are cruel.
 - 2 *The teachers at my school work very hard.*
Teachers work very hard.
- b When do we use no article with plural nouns?

5 Now complete the table with the following.

DON'T FORGET
We usually use *the* with the names of seas, rivers, oceans, organisations and some places, e.g. *the Atlantic Ocean*.

Europe	Jordan	River Ganges
Mediterranean	Africa	Nile
Pacific Ocean	European Union	
United Arab Emirates	Australia	

4 Choose the correct articles (or no article) to complete the beginning of *Lord of the Flies*.

a A the group of b -/the boys is escaping from c a/- terrible war, when their plane is shot down. d -/The boys manage to reach e a/an small island. Although there is no one living on f an/the island, there are a lot of g -/the things to eat and h -/the good places to sleep. Soon after they arrive, i -/the boys make j a/the fire to signal to k -/the ships which may pass l an/the island, but one of m -/the boys lets n a/the fire go out. o A/The ship passes p an/the island without seeing q a/the boys.

with the
the River Ganges

without the
Europe

- 1** Choose the correct meanings of these words, then check in your *Active Study Dictionary*.

shelter: a place to keep you dry and safe a hotel

split: to add to/to divide

violent: wanting to help/wanting to hurt people

- 2** Read this summary of *Lord of the Flies* and complete it with the correct form of the words from Exercise 1.

- 3** Read the story again. Are these sentences *True* or *False*? Correct the false sentences.

- a** The boys make a fire to keep warm.
False. They make a fire so that ships will see them.
- b** They hope they will be seen by a plane flying above the island.
- c** The boys choose Ralph as their leader.
- d** All the boys believe there is a frightening animal on the island.
- e** Some boys join Jack's group because they don't like Ralph.
- f** Three of Ralph's group are captured in the fight between the groups.
- g** Jack wants to stop Ralph from escaping, so he sets fire to the island.

- 4** Complete these sentences using the correct form of the words in brackets.

- a** The boys choose Ralph as their *leader* (lead)
- b** At first, the boys with each other. (cooperation)
- c** But then the boys start to have a (disagree)
- d** Some boys believe there is a animal on the island. (frighten)
- e** Ralph is saved by the of a ship. (arrive)

LORD OF THE FLIES



Lord of the Flies starts when a plane carrying a group of British boys crashes near an island. The boys realise they must look after themselves on the island until they are rescued. The boys choose a leader and start to organise their new life. The leader, Ralph, tells them they must work together. They make a fire which may be seen by a passing ship.

At first, the boys cooperate with each other and everything goes well. Some look for food and water, others build **a** *shelters* to sleep in. But then there are problems. First, the fire goes out. Then Jack, who wanted to be the leader, tells the boys there is a frightening wild animal on the island. After some disagreements, the boys **b** into two groups. Jack's group believe the wild animal is around and want

THE FLIES



to go hunting. Ralph's group just want to escape from the island. More boys join Jack's group because he promises to protect them from the wild animal and give them meat.

Jack's boys paint their faces and become very **c**..... They think one of the other boys is the frightening animal and they attack him. Then they attack Ralph's camp and steal the glasses of a boy called Pogy. They wanted to use the glasses to make a fire. Ralph's group try to get the glasses back but Pogy is hurt. Jack captures two others and Ralph is left alone. Jack then sets fire to the island to try to stop Ralph from escaping. A passing ship sees the fire and comes to rescue the boys. Finally, with the arrival of adults on the island, the fighting stops.

1 Read this quotation from *Lord of the Flies* and answer the questions.

The boys realise they must look after themselves until they are rescued. The boys choose a leader and start to organise their new life. The leader, Ralph, tells them they must work together.

- What will the children have to do to look after themselves in this situation?
- Why do you think the boys want a leader?
- Why do the boys need to work together? What may happen if they do not?

2 Answer the following questions.

- How does the story of *Lord of the Flies* begin?
A plane carrying a group of boys crashes near an island.
- How do the boys try to attract passing ships?
- Why does Jack's group want Pogy's glasses?
- Why do you think the group choose Ralph as their leader?
- Why do you think the boys in Jack's group paint their faces?
- Why do you think the arrival of the adults changes the way the boys behave?

3 Work in pairs. How would you choose a leader if you and your friends were on an island?

- Write a list of the most important qualities that a leader should have. Use language from the box. Check any of the adjectives you do not know in your *Active Study Dictionary*.

He/She	should	be	brave/calm/honest/ intelligent/imaginative/ kind/optimistic/patient/ respected/sensible/ tolerant/strong/ understanding
	must		
	would need to		
A (good) leader	is someone who is		

- Compare lists with a partner and discuss your ideas.

In my opinion, a leader should be honest and sensible.

I think a good leader is someone who is patient and respected.

1 Discuss these questions in pairs.

- a Why are rules important in families/in schools/when driving a car?
- b What can happen in situations where there are no rules, or where people break the rules?

2 If you were the leader of a group of children on a desert island, what rules would you make? Write one suggestion under each of these headings.



Headings	Suggestions
Relationships with others	<i>Be tolerant, try and get on with each other</i>
Planning for the future	
Finding and preparing food	
Solving problems	
Escaping from the island	

3 Discuss and compare your ideas.

- a Discuss your ideas with a partner and make a list of rules you both agree on.
- b Compare the rules you have agreed on with the rules of another pair of students.



UNIT 6 That's amazing!

Listening

Objectives

Grammar Comparative and superlative forms *less/the least*, *more/the most*, *(not) as... as*

Functions Express certainty and uncertainty

Listening Listen for gist and specific information

Reading Read for gist and distinguish fact from opinion

Critical thinking The importance of motivation

Writing An informal e-mail

- 1 Check the meanings of these words in your *Active Study Dictionary*.

above amazing deep
sea level summit

- 2 Ask and answer in pairs. Make a note of your answers.

- a ☐ Where is the oldest tree in the world and how old is it?
b ☐ Which is the highest mountain in the world?
c ☐ How far above sea level is it?
d ☐ Who was the first Egyptian to reach the summit of this mountain?
e ☒ 1 Where is the deepest part of all the oceans?

- 3 You are going to listen to two girls answering the same questions.

- a Listen to Part 1 and put the questions in Exercise 2 in the order you hear them.
b Now listen to Part 2 and check the answers you wrote for Exercise 2.

- 4 Underline the phrases which show how sure the speakers are about their answers. Which do you think is the most/least sure?

- a I think it's in the Pacific Ocean, but I'm not sure.
b About nine thousand metres, maybe?
c I know that! It was definitely Omar Samra.
d I have an idea it's in Canada.

- 5 The sounds of English

- a Listen and repeat these sentences which include five long vowel sounds.
b Listen again and complete the table with the matching vowel sounds in your exercise books.

- 1 It's the world's deepest ocean.
2 For me, it was an important event.
3 Part two is more difficult.
4 We learned about the tree's root.

	start /a:/	sea /i:/	turn /ɜ:/	course /ɔ:/	who /u:/
1	deepest.....	world's.....
2
3
4

1 Choose the correct words in these sentences from the listening text.

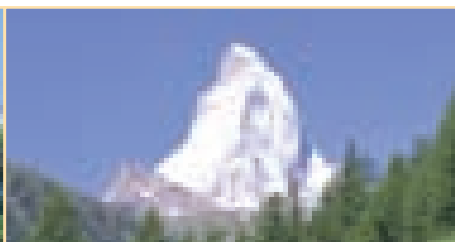
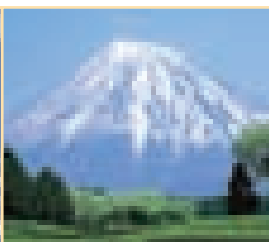
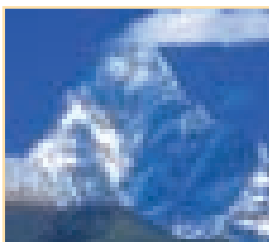
- a Challenger Deep is the **deeper/deepest** part of all the oceans.
b Everest is **higher/highest** than Kilimanjaro.
c Everest is not as high **as/than** that.
d Part two is **more/most** difficult than part one.
e For me, his climb was the **more/most** important sporting event of 2007.
f The **older/oldest** tree in the world is nearly 10,000 years old.

2 Now match the phrases which have the same meaning.

- | | |
|----------------------|---|
| a more difficult | 1 <input type="checkbox"/> more boring |
| b the most unpopular | 2 <input type="checkbox"/> less modern |
| c not as modern | 3 <input checked="" type="checkbox"/> less easy |
| d less interesting | 4 <input type="checkbox"/> the most informal |
| e the least formal | 5 <input type="checkbox"/> the least popular |

3 Make sentences comparing these mountains.

less
the least
~~more~~
the most
not as... as...



Name	Annapurna (Nepal)	Mount Fuji (Japan)	the Matterhorn (Switzerland/Italy)
Beauty	•	• • •	• •
Danger	• • •	•	• •
Popularity	•	• •	• • •

- a Mount Fuji/beautiful/the Matterhorn ... *Mount Fuji is more beautiful than the Matterhorn.* ...
b Annapurna/beautiful/the Matterhorn
c Annapurna/dangerous
d Annapurna/not popular/Mount Fuji
e Mount Fuji/dangerous

4 In pairs, compare two cities, towns, tourist attractions or buildings you both know. Use these adjectives.

beautiful famous interesting expensive popular

I think London is more expensive than Cairo.

- 1** Check the meanings of these words in your *Active Study Dictionary*.

challenge conquer lifelong
mountaineer slightly toddler

- 2** Discuss in pairs.
Why do people climb mountains like Everest?



- 3** Read the article quickly. Does it include any of the reasons you discussed in Exercise 2?

Why do they do it?

A question which people often ask **mountaineers** is "Why do you climb mountains?" The most common answer is "Because they are there." But this does not tell us the real reasons why people choose this exciting hobby.

Professional mountaineers climb for money, but for many others, climbing a great mountain is a **lifelong** ambition. For example, Omar Samra, the Egyptian who reached the summit of Everest in 2007, says that he had dreamed of climbing mountains since he was a **toddler**. He even had photos of Everest on his bedroom walls. But Omar does not just climb for himself. He always takes an Egyptian flag with him and leaves it on the mountains.

Some mountaineers say that their hobby is no different from other hobbies, but most people do not understand this because the hobby is so dangerous. Between 1922 and 2006, Everest was climbed by about 3,000 people, but more than 200 of these climbers lost their lives. So perhaps we should ask a **slightly** different question: "Why do people climb dangerous mountains?" Many mountaineers say the answer is simple: most people want to **conquer** something during their life. A dangerous mountain is a **challenge**; when someone has climbed it, they have reached their goal and they feel fantastic.

The Italian climber Reinhold Messner was the first mountaineer in the world to climb the 14 mountains which are over 8,000 metres high. What is even more amazing is that he was the first man to reach the summit of Everest without the use of oxygen cylinders!

- 4** Read the article again and discuss these questions in pairs.

- Why do you think people often ask mountaineers, "Why do you climb mountains?"
Because they cannot understand why anyone wants to do something so dangerous.
- Who do you think pays professional climbers? Why do they pay them?
- Why do you think Omar Samra leaves an Egyptian flag at the summits of the mountains he climbs?
- Why do you think the Italian climber wanted to climb 14 different mountains?

- 5** Discuss in pairs.

- Which of these sentences are facts (F) and which are opinions (O)?
 - ☒ F Professional mountaineers climb for money.
 - ☐ Between 1922 and 2006, Everest was climbed by about 3,000 people.
 - ☐ Most people want to conquer something during their life.
 - ☐ When someone has climbed it, they feel fantastic.
- Make a statement of fact about mountains.
- Express an opinion about mountaineers.



1 Answer the following questions.

- Why do professional mountaineers climb mountains? *For money.*
- When did Omar Samra climb Everest?
- How many people climbed Everest between 1922 and 2006?
- Why do you think Omar Samra had photos of Everest on his bedroom walls?
- What do you think are the main causes of accidents on mountains?
- Why do you think the Italian climbed Everest without oxygen cylinders?

2 Read what some mountaineers have said about climbing, then discuss the questions.

Everest is amazing, but it's a frightening mountain. I still want to climb after my accident but I am more nervous of the really big mountains now. I don't want to go away and leave home for months either.

- Why do you think people want to climb even after an accident?
- Why do you think this climber does not want to be away from home for months?

Everest is a very dangerous mountain. There is no room for mistakes. Big mountains take lives. The dangers have never changed – only the equipment has changed.

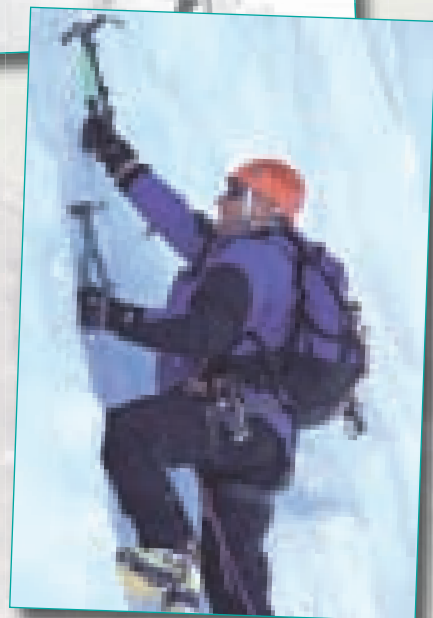
- What does this climber mean when he says *There is no room for mistakes*?
- How do you think climbing equipment has changed? Do you think mountaineering is safer now?

It is not the mountain we conquer but ourselves.

- What does this mean?

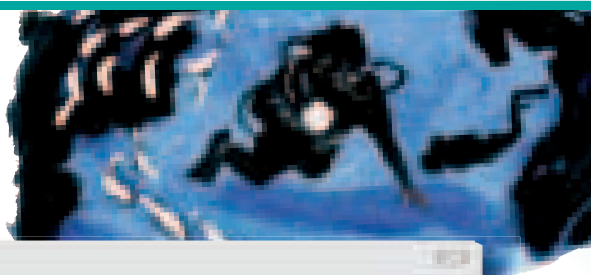
I've always been inspired by stories of great explorers and all the men who were motivated by something greater than themselves. For me, this has always been national pride.

- What does the speaker mean by *national pride*?



3 Discuss these ideas in pairs.

- Would you like to climb a mountain like Everest? Why/Why not?
- If you could interview a successful mountaineer, what questions would you ask him or her?



1 Read this e-mail from someone who has been diving in the Red Sea and answer these questions.

- a** Who is the person writing to? How do you know?
b Is the e-mail formal or informal? How do you know?



2 Look at the idioms in red above.

- a** Does *out of the blue* mean **suddenly and unexpectedly** or **quietly**?
b Does *made my day* mean **made me worried** or **made me very happy**?
c Now look at the following idioms.

Idiom	Example	Meaning
a close call	That was a close call.	Something bad nearly happened.
to keep your cool	I was in a dangerous situation but I kept my cool.	To stay calm and not get upset or nervous.
in a tight corner	We were in a very tight corner. Escape looked impossible.	To be in a difficult situation with not many choices.

3 You are going to write an e-mail telling a friend about something you have just done that you are proud of.

- a** Choose something that really happened to you, or fiction. If it is fiction, choose something you would really like to do one day.
b Write notes in answer to these questions.
 1 What did you do? *diving in Red Sea*
 2 When did you do it? *last weekend*
 3 Why did you do it? *to raise money for charity*
 4 How did it make you feel? *slightly worried but excited and proud*

4 In pairs, take turns to tell your stories. Use some of the idioms above.

Review B

Listening

1 Discuss these questions with a partner.

- a Why is there always snow on the top of high mountains?
- b Why does the heat of the sun not turn the snow into water?

Now listen to a talk and check your ideas.

2 Listen again and complete the sentences.

~~above~~ colder higher mountains
never above ~~summit~~ sun air

- a The summit of Everest is nearly 9000 metres above sea level.
- b The temperature at the bottom of like Everest is hot because the air holds the heat of the
- c The at the top of mountains is thinner than the air at the bottom.
- d The you go, the less heat there is in the air. This means that the temperature gets
- e The snow turns to water the snow line on mountains.

3 The sounds of English

- a Are the underlined vowels in sentences 1–3 long or short? Listen and complete the table.

- 1 There's always snow on the ummit.
- 2 The sun doesn't turn the snow to water.
- 3 The air is much thinner at the top.

- b Listen. Which word in each group sounds different from the other two?

- 1 fit his heat
- 2 wheel hill meal
- 3 eat it hit

Short vowels

on

summit

Long vowels

always

1 Choose the correct future form to complete the conversation.

Mahmoud Hi, Adel. **a** Are you doing/Will you do anything this weekend?

Adel Yes, **b** I'm going to/I will watch the hockey match on TV. What about you?

Mahmoud **c** I will meet/I'm meeting my brother at the airport. **d** He will come/He's coming home for the weekend.

Adel Great! Let's meet somewhere. I'm sure **e** we'll have/we're having a lot to talk about.

Mahmoud Good idea.

2 Complete with a, an, the or – (no article).

William Golding, **a** the author of *Lord of the Flies*, and his wife Ann visited **b** Egypt in 1984. They travelled up **c** Nile in **d** boat. On **e** journey, they went to **f** famous places that most **g** foreign tourists go to, but they also visited **h** small villages where **i** people's lives had not changed for many years. After **j** trip, Golding wrote **k** travel book called *An Egyptian Journey*. In **l** book, Golding wrote about some of **m** things they had seen.

3 Look at the information about five birds and make sentences.

					
	1 Spix's Macaw	2 Ostrich	3 Red Junglefowl	4 Andean Condor	5 Bee Hummingbird
Common	•	• • • •	• • • • •	• •	• • •
Size	• •	• • • • •	• • •	• • • •	•
Long wings	• • •	• • • •	• •	• • • • •	•

a Bird 5 (size) Bird 5 is the smallest bird.

b Bird 1 (common)

c Bird 4 (long wings)

d Bird 2 (size)

4 Now compare the birds using these words.

a Bird 1/bird 4 (big) Bird 1 is not as big as bird 4.

b Bird 5/bird 3 (common)

c Bird 3/bird 1 (long wings)

d Bird 4/bird 2 (small)

- 1 Complete this story with the correct form of these words.

honest ~~intelligent~~
literature situation



A simple mistake

Nadia was an (a) ...*intelligent*... student and wanted to study English (b) at university. It was nearly the end of her final year at school and Nadia was starting her last piece of homework. She had missed the last English lesson because she had been ill, so she phoned her friend Azza and asked what homework they had been given. Azza said that the teacher wanted them to write an article. The title which Nadia heard her friend say was: *The best things in life are three*.

Nadia thought about the strange title and did not know what to write. She thought about her parents. There were only two of them. But she had four brothers and sisters. She thought about all the things that made her happy in her life. "To be (c)", she said to herself, "there are too many to count."

During her next English lesson, Nadia's teacher asked her to read her article to the class. Nadia stood up and began. "I'm going to talk about why the best things in life are NOT three," she said. At first, the other students said nothing, then they started to laugh. It was a difficult (d) After a few seconds, her teacher said, "Nadia, the title of the article was 'The best things in life are *free*', not *three*."

- 2 Choose the correct answer from A, B, C or D.

- | | |
|--|--|
| <p>a When will Nadia start university?</p> <p>A next year</p> <p>B in two years</p> <p>C in one year</p> <p>D the next day</p> | <p>c What did Nadia think about the article?</p> <p>A She didn't understand what it meant.</p> <p>B She thought she had to write about her family.</p> <p>C She thought it was about things you cannot count.</p> <p>D She thought it was about maths.</p> |
| <p>b Why did Nadia need to phone Azza?</p> <p>A She was a lazy student.</p> <p>B She had not been at school when the teacher gave the homework.</p> <p>C She was ill during the holidays.</p> <p>D She had forgotten to do it.</p> | <p>d Why did the other students in the class laugh?</p> <p>A They were making fun of her.</p> <p>B Nadia looked strange.</p> <p>C Nadia had written about the wrong subject.</p> <p>D Nadia had written about her family.</p> |

1 Find words in the story to answer these questions.

- a The noun is *intelligence*. What is the adjective? *intelligent*
- b The noun is *happiness*. What is the adjective?
- c The adjective is *countable*. What is the verb?
- d The noun is *honesty*. What is the adjective?

2 Now complete the following with a word from Exercise 1.

- a We use *How many* with *countable* nouns.
- b She felt great when she saw her exam results.
- c The most students go to the best universities.
- d Hassan is very – he always tells the truth.



Critical thinking

1 Answer the following questions.

- a What does Nadia want to do after she leaves school?
She wants to study English literature at university.
- b What problem did she have on the phone?
.....
- c When did she read out her article?
.....
- d What do you think were the things that made Nadia happy in her life?
.....
- e Give some examples of good things in life that are free.
.....
- f Do you agree that “The best things in life are free”? Why or why not?
.....

2 Complete these sentences.

- a The best things in my life are
- b For me, happiness is
- c Money can't buy
- d When I leave school, I want to



1 What would you say in these situations?

- a** A friend asks for your advice about what he/she can do for charity.

If I were you

- b** Someone asks you what you think makes a good charity worker.

In my opinion

- c** A friend asks you how long it takes for someone to run 10,000 metres.

I'm not sure. I think

2 Read the poster and discuss these questions in pairs.

- a** How many different activities do the organisers suggest?

- b** How old do you have to be to help the organisation?

School Challenge

Activity day next month

Local charities need your help.
What can YOU do?

Can you...

- run 5,000 metres?
- swim 500 metres?
- walk for 5 hours?
- do something special?



To all children:

It doesn't matter whether you're 5 or 15. If you can spend all or part of next Saturday running, swimming or walking and collecting money, you will be helping local charities.

Ring the school office, or just come along to the Sports Centre for more information.

3 You would like to help the School Challenge. Make notes to answer these questions.

- a** What will you do? Chose one of the activities on the poster or another activity you can do well.
- b** How will you prepare for this challenge? For example, if you decide to run 5,000 metres, how will you train for the event?
- c** How will you collect money for the charities?

4 Work in groups. Tell other students what you have decided to do.

- a** Talk for about a minute, referring to your notes.
- b** Ask questions about each other's plans.

UNIT 7 Business around the world

Listening



Objectives

Grammar Relative clauses, relative pronoun *whose*

Functions Polite greetings

Listening Listen to check predictions and for detail

Reading Read for gist, for detail and in order to understand reference words

Critical thinking Appreciating the importance of international trade

Writing A formal business letter

- 1 Check the meanings of these words in your *Active Study Dictionary*.

chain (of supermarkets) **chief** (buyer) **representative** **yield** (*n*)

- 2 Read about the export company **Fruco**. What kinds of fruit and vegetables do you think it exports?

Fruco is an important company which grows and exports fresh vegetables and fruit to Asia, Europe, Africa and the Middle East.

- 3 Listen to Fruco employees welcoming visitors and answer the questions.

In which conversation...

- a does a meeting take place at the office of Fruco? *Conversation 2*
 b do two scientists meet?
 c do two Fruco employees meet an Asian visitor?
 d have the two speakers met before?

- 4 Now complete the conversations.

can I help you Pleased to meet you I have an appointment
 It's good to see you ~~may I introduce~~ Welcome back

- a **Mr Latif** Mr Wong, *may I introduce* Mr Karmi?
 He's our sales manager.
Mr Wong, Mr Karmi.
 b **Receptionist** Good morning. How?
Miss O'Connor Morning. with Mr Latif.
 c **Ibrahim** to Egypt, Tom.
Tom Hi, Ibrahim. again. How are things?



- 5 The sounds of English

- a Listen and repeat these words which include the most common English vowel sound called *schwa* /ə/. What do you notice about the underlined parts of these words?

arrived introduce vegetables
attack petrol welcome

- b Listen and underline the parts that have a *schwa* sound.

- 1 Mr Wong has just arrived from China.
 2 I have an appointment to meet Mr Latif.
 3 Can you come to our office tomorrow?

1 Study these sentences from the listening text.

- 1 Mr Wong, who has just arrived in Egypt, is the chief buyer for a Chinese import company.
- 2 He is at Cairo airport, where Mr Latif is meeting him.
- 3 Miss O'Connor, whose company buys fruit and vegetables from Fruco, has made an appointment to meet Mr Latif.
- 4 I spent most of the time studying the reports which you sent me about the low yield problems that you have.
- 5 The man that Ibrahim met at the airport was from Edinburgh in Scotland.
- 6 Can you suggest a time when you can come to our office tomorrow?

- a Circle the relative pronouns. Which one shows that something belongs to or is connected with someone?
- b Underline the relative clauses. (Sentences may have more than one.)

2 Now complete the sentences about relative clauses.

that
which
who
where
~~when~~
whose

- a Use when to refer to a time, e.g. sentence 6.
- b Use or to refer to people, e.g. sentences
- c Use to refer to a place, e.g. sentence
- d Use or to refer to things, e.g. sentences
- e Use to say that something belongs to someone, or that something is connected with someone.

3 Study these sentences and answer the questions.

- 1 Miss O'Connor, whose company buys fruit and vegetables from Fruco, has made an appointment to meet Mr Latif.
- 2 The supermarket chain that she works for is the largest in Ireland.
- 3 The person who she's visiting is the manager of Fruco.

- a In which sentence do the underlined words give us information that we do not need to understand the meaning?
- b In which two sentences do the underlined words help us understand who or what the sentences are about?



4 Join these pairs of sentences using a relative clause.

- a Fruco is an important Egyptian export company. Fruco was started in 1985.
Fruco, which was started in 1985, is an important Egyptian export company.
- b Mr Latif has worked for Fruco for 25 years. Mr Latif is the manager of Fruco.
- c Tom Masters comes from Edinburgh. He works as a research scientist.
- d The company imports cotton from Egypt. I work for this company.
- e Miss O'Connor travels all over the world. Miss O'Connor's home is in Ireland.

5 Complete these sentences with a relative pronoun and your own ideas.

- a When I'm older, I'd like to work for a company
- b A queen is someone whose husband
- c In my opinion, a good business person is someone

- 1 Before you read the article, check the meanings of these words in your *Active Study Dictionary*.

afford corporation distribute economy
employ global goods technology wages

- 2 Discuss in pairs.

- a The title of the article below is about the *global economy*. What does this phrase mean?
- b Read the article quickly to check your answers.

We're living in a global economy

People describe today's world as a **global economy**. This means that a company in one country sells what it produces to other countries around the world. Of course countries have been trading in this way for thousands of years. What is different now is that computer **technology** has completely changed the ways in which companies produce and **distribute** their **goods** and communicate with each other and their customers.

Websites and e-mail have made it possible for companies of all sizes to sell their goods cheaply and quickly all over the world.

But the global economy is more than this. It also means that companies do not need to stay in one country. Large international **corporations**, like Japanese car companies,

can set up in almost any location, **employ** local workers to produce goods there and trade with other countries in the same region.

It also means that people can buy goods from countries where **wages** are lower. For example, many things that are sold in Europe and Africa are now made in China. Because these goods can be made more cheaply in China, more people can **afford** them.

The advantage of this economic system is the increase in international trade that it brings. This means that more people can buy more goods, which in turn means that more people all over the world have jobs.

This is sometimes called a *win-win situation*, because everyone wins!

- 3 Match to make sentences about the global economy.

- a Countries have been trading with each other
- b Today, computer technology helps companies
- c A Japanese car company is an example of a
- d European and African customers
- e If goods are produced more cheaply,

- 1 ☐ large international corporation.
- 2 ☐ to produce and sell their goods more easily.
- 3 ☒ a for thousands of years.
- 4 ☐ trade increases because more people can afford them.
- 5 ☐ are buying more things made in China.

- 4 What do these words and phrases in bold from the reading refer to?

- a A company in one country sells what **it** produces to other countries around the world. the company
- b Because these goods can be made more cheaply in China, more people can afford **them**. the goods
- c This increase means that more people can buy more goods, **which** in turn means that more people all over the world have jobs. the increase in international trade

1 Answer the following questions.

- a Why do some companies set up in other countries?
So that they can hire local workers and trade with nearby countries.
- b How has the internet helped global trade?
- c Where are many goods now made that are sold in African and European countries?
- d Do you think it is good that more people can afford to buy things that are made in other countries? Why / Why not?
- e What do you understand by the phrase *a win-win situation*?
- f Do you agree that *everyone wins* in a global economy? Why/Why not?

2 Read this short article, then discuss the questions.

Port Said

Port Said is a big city in the northeast of Egypt. It has a number of industries, including fishing and chemicals. It is also an important harbour for the export of rice and cotton and as the place where ships passing through the Suez Canal can get fuel.



- a Why are many exports carried from one country to another by ship?
- b What are the advantages and disadvantages of sea travel?
- c What kinds of goods need to be taken by air?
- d Why is the Suez Canal so important to world trade? How was the situation different before the canal was built?

3 Discuss in pairs.

A company is starting a chemical business in Port Said. What would be the advantages and disadvantages for the local people? Think about the following.

- People's everyday lives
- Jobs and wages
- The environment
- The local and national economies



1 Read this letter and answer the questions.

- What is Miss O'Connor's job at her company? *Chief Buyer*
- When did she write this letter?
- When does she suggest a meeting?
- Where is she staying while she is in Cairo?

Mr Maher Karmi
Sales Manager, Fruco
10b Hussein Wassef Street
Messaha Square, Dokki
Giza
Arab Republic of Egypt

SUPERVAL

101, King's Street
DUBLIN 1
IRELAND

www.superval.co.ie

14 June 2009

Dear Mr Karmi,

Following our recent telephone conversation, I am writing to arrange a meeting with you to discuss our future fruit order from Fruco.

In our first year, we would like to buy oranges and lemons. If our business relationship is successful, we may order other fruits and vegetables from you. I will bring details of quantities of each fruit that we need to our meeting.

I am arriving at Cairo airport next Tuesday at 14.30 and will be staying at the Cairo Tower Hotel. I suggest that we meet the following morning at 9.30. I look forward to meeting you.

Yours sincerely,

[Handwritten signature]

Helen O'Connor
Chief Buyer, Superval

2 Roleplay the first few minutes of a conversation between these two people when they meet in Cairo. Use some of the language below.

Student A You are a chief buyer from Superval, a European supermarket chain which wants to buy fruit and vegetables from Fruco.

Student B You are the sales manager at Fruco.



- Pleased to meet you.
- Welcome to Fruco.
- Did you have a good flight?
- It's good to be here.
- Thank you for arranging the meeting.
- I'd like to discuss...
- Can you offer...?
- We'll need to have...
- We can offer you...

8

The Necklace

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.

act (v) army
canoeing collection

Objectives

Grammar *Used to* to refer to completed past habits

Functions Ask questions

Listening Listen for gist and to guess the meaning of unknown words

Reading Read to check predictions and for specific information

Critical thinking How you feel about your situation in life

Writing A description of an object

- 2 Listen to a radio programme about the writer Guy de Maupassant and complete these questions.

- a Would you mind telling us about Maupassant's life?
b tell us about his early life?
c Was he school?
d he use to do anything else as well as writing?

- 3 Listen again. Are these sentences *True or False*? Correct the false ones.

- a Maupassant started writing at the age of 42.
False. Maupassant died at the age of 42.
b Maupassant wrote three novels and 600 short stories.
c When he was a boy, Maupassant went fishing.
d He enjoyed working as a clerk in Paris.
e After the success of *Boule de Suif*, he wrote all the time.
f *Une Vie* was Maupassant's second novel.
g He travelled to have a rest from writing.

- 4 Guess the meaning of the words in bold from the listening.

- a His life was very boring, **except** on Sundays. not including.
b He wrote **continuously**, as many as four collections of short stories a year.
c His first novel sold 25,000 **copies** in the first year.

- 5 Discuss in pairs.

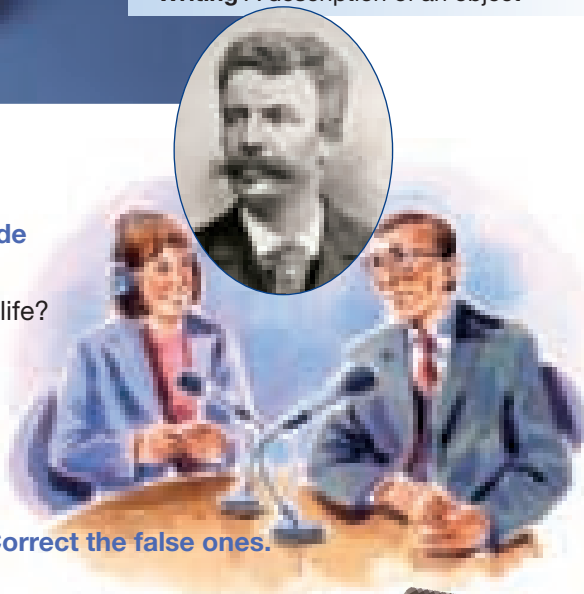
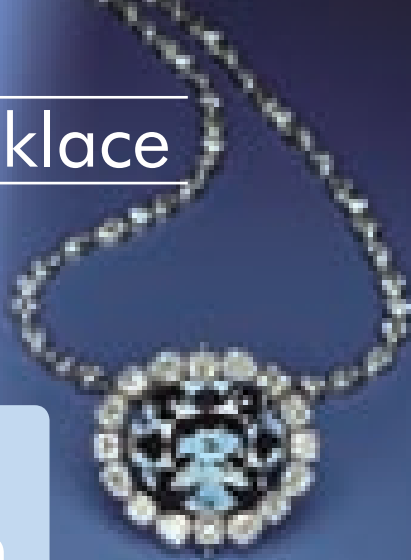
Why do you think Maupassant found writing stories more interesting than working as a clerk?

- 6 The sounds of English

- a Listen and underline the consonant that you do *not* hear in these phrases from the listening.

- 1 the first thing
2 he went to college
3 in his short life
4 he used to enjoy fishing
5 he moved to Paris
6 he loved travelling

- b Now listen and repeat the phrases.



1 Study these sentences from the listening text and do the following.

- 1 In those days, he used to enjoy fishing.
- 2 He used to go canoeing on the river on Sundays.
- 3 He left in 1870, joined the army and fought for France in a war against Prussia.
- 4 He used to spend all his free time writing.
- 5 Maupassant died in 1893.

- a Underline all the verbs which refer to the past.
- b Which of the underlined verbs refer to things which happened once?
- c Which of the underlined verbs refer to things that happened more than once, but do not happen now?
- d How are the past verbs in the sentences below different from the past verbs in sentences 1, 2 and 4 above?
 - 1 **Did he use to do** anything else as well as writing?
 - 2 He **didn't use to enjoy** staying at home.

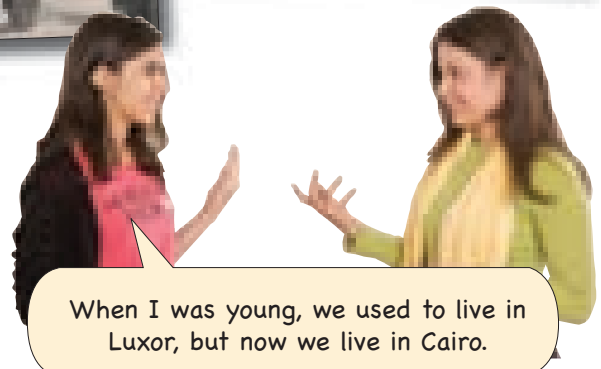
2 Look at these photos of Paris 100 years ago and Paris now.

- a Compare people's lives using *used to*.
People used to walk, but now they travel by car or bus.
- b Now compare people's lives in Egypt 100 years ago with their lives now.



3 In pairs, discuss your life in the past using *used to* and the following ideas.

home school clothes
games music family
holidays TV programmes

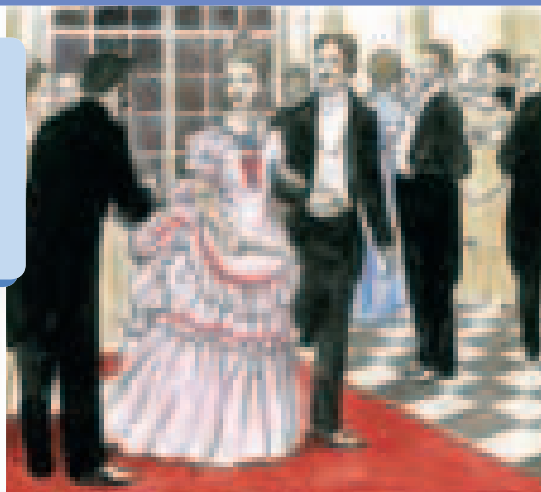


- 1** Check the meanings of these words in your *Active Study Dictionary*.

admire ball (dance) debt identical
manual (work) necklace savings valuable

- 2** Look at the pictures. What do you think *The Necklace* is about?

- 3** Read the story and check your predictions.



The Necklace

Loisel works as a government clerk and does not earn much money. His wife Mathilde is very beautiful, but she cannot afford the kind of life she would like.

One day, Loisel receives an invitation to a **ball**. At first, Mathilde refuses to go

because she does not have a good enough dress to wear. Loisel knows how much his wife wants to go to the ball, so he gives her some of his **savings** to buy a new dress. He suggests that she borrow **valuable** jewellery from a rich friend, Jeanne Forestier. Mathilde goes to see her friend and borrows a beautiful diamond **necklace**.

Everyone at the ball admires Mathilde and she has a wonderful evening. When the couple arrive home, however, they no longer have the diamond necklace!

Mathilde is too ashamed to tell Jeanne, so they decide to buy an

- 4** Match to make correct sentences about the story.

- a Loisel and his wife are not as rich
- b Loisel gives his wife enough money
- c Mathilde borrows jewellery
- d Mathilde probably loses the necklace
- e Loisel and Mathilde buy a replacement
- f Loisel and Mathilde have to work for ten years

- 1 ☐ to buy a new dress for the ball.
- 2 ☐ on the way home from the ball.
- 3 ☐ which is much more valuable than the necklace Mathilde borrowed.
- 4 ☐ to repay the money they borrowed.
- 5 ☐ from a friend who is richer than she is.
- 6 ☒ a as they would like to be.

- 5** Discuss this question with a partner.

How do you feel about Loisel and Mathilde at the end of the story? Why?

1 Answer the following questions.

- What was Loisel's job? *He was a government clerk.*
- How does Loisel afford to buy a new dress for the ball?
- Why does Mathilde feel pleased ten years later?
- What do you think Loisel feels for his wife?
- Why do you think Mathilde is too ashamed to tell her friend the truth about the necklace immediately?
- How do you think Jeanne Forestier feels when she hears Mathilde's story? Why?

identical diamond necklace as a replacement. The cost – 36,000 francs – is more than they can afford. They have to borrow 18,000 francs, leaving themselves with heavy **debts**. For the next ten years, Loisel and his wife spend all their time working to earn enough money to pay their debts.

After ten years of hard **manual** work, Mathilde looks old and exhausted. Although she has lost her beauty, she feels proud that she has paid all her debts. When she meets her friend Jeanne Forestier, she tells her the story of the lost necklace. Jeanne is shocked and tells Mathilde that the necklace she wore to the ball was really made of glass. It cost only 500 francs.



2 Read this quotation from the story and discuss the questions.

Loisel works as a government clerk and does not earn much money. His wife Mathilde is very beautiful, but she cannot afford the kind of life she would like.

One day, Loisel receives an invitation to a ball. At first, Mathilde refuses to go because she does not have a good enough dress to wear. Loisel knows how much his wife wants to go to the ball, so he gives her some of his savings to buy a new dress.

- How do you think Mathilde feels about her life?
- How do you think she feels about the ball?
- Why do you think it is so important for Mathilde to wear an expensive dress?
- How do you think Loisel knows that Mathilde wants to go to the ball?
- What does this quotation tell us about the characters of Loisel and Mathilde?

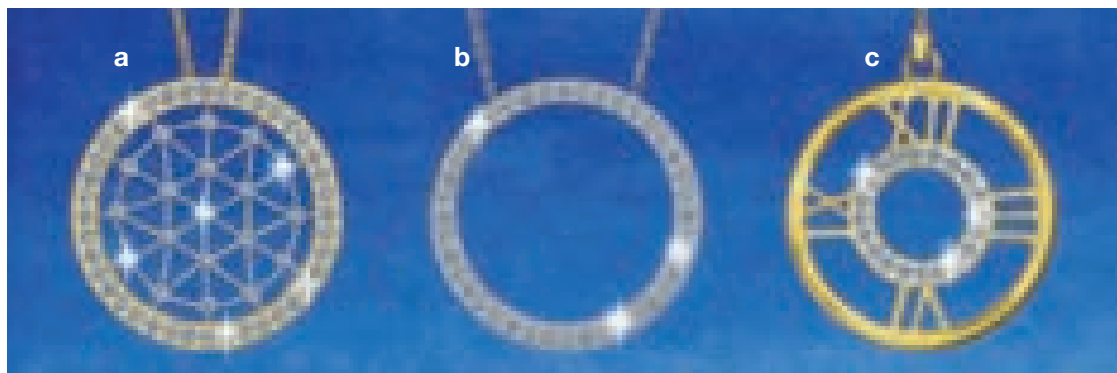
3 Discuss these questions in pairs.

- Which of the following ideas are important in *The Necklace*? Which do you agree with? Why?

- Poor people should try to improve themselves.
- It is best to be honest at all times.
- Money makes people happy.
- People should be happy with what they have.
- Hard work is the way to real happiness.

- What advice would you give to someone like Mathilde, who thinks that money and things can make her life better?

1 Read this description of a piece of missing jewellery. Which of the pictures does it describe?



This beautiful piece of jewellery is very valuable because it is made of gold and diamonds. The main part of the necklace is round and is attached to the chain in one place only. This main part consists of two circles: the smaller, inside circle is joined to the larger, outside circle by the Roman numbers for twelve, three, six and nine. This makes the necklace look like the face of a traditional clock or watch.

2 Work with a partner. Take turns to describe the other two necklaces.

3 You are now going to describe something of yours.

- a** First choose something you like. It need not be valuable. For example, it could be a book that you have read several times or a toy that you liked playing with as a child.

- b** Make notes in answer to these questions.

- What shape is it?
- What does it look like?
- What is it made of and how was it made?
- How many parts are there?
- What is it used for?



- c** Now take turns to describe the thing to your partner. Do not name it. Your partner has to guess what it is.

4 Tell other pairs about the things you described to your partner.



UNIT 9 The Olympics

Listening

1 Discuss these questions in pairs.

- What is the subject of these photographs?
- Who is the man in the photograph?
What did he do in 2008?
- What do people think of what he did?



2 Check the meanings of these words and phrases in your Active Study Dictionary.

bronze medal exercise
judo take part in (something)

3 Listen and answer these questions.

- List all the sports you hear in the conversation between these two friends.
- Why won't Tamer take part in the 2012 Olympic Games?

4 Listen again and complete these sentences.

- At the 2008 Olympic Games, Hesham Mesbah won the *bronze medal for judo*.
- Egypt had not won a medal for judo
- Hesham Mesbah the Olympic Games in 2004.
- Between 2004 and 2008, Hesham Mesbah really hard.
- Tamer plays two sports: and
- Tamer enjoys playing squash and it helps him to

5 Discuss these questions in pairs.

- Why do you think the Olympic Games are so important for sportsmen and sportswomen?
- Did you watch the last Olympic Games on television? If you did, what did you like and dislike? Why?

6 The sounds of English

- Many English vowels are made of two sounds (diphthongs). Listen and decide how many vowel sounds you hear.

1 fit	1	fight	2
2 bake		back	
3 phone		fun	
4 town		ten	
5 John		join	

Objectives

Grammar Present perfect simple and continuous

Functions Make suggestions, agree and disagree

Listening Listen for gist and specific information

Reading Read for gist and guess the meaning of unknown words

Critical thinking The benefits of international sports

Writing A questionnaire



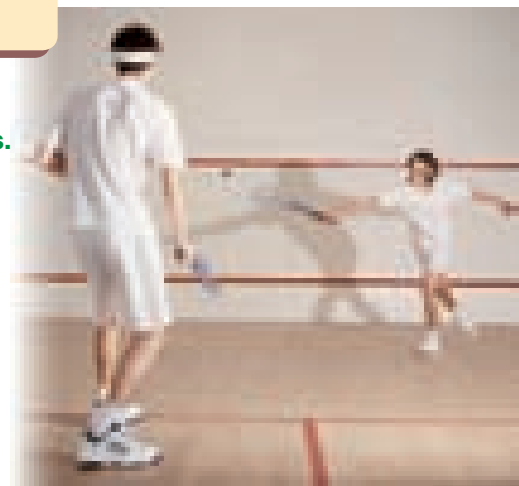
Language focus

Present perfect simple and continuous

1 Study these sentences from the listening text.

- 1 I've been trying to phone you since this morning.
- 2 It's the first medal Egypt has won for judo since 1984.
- 3 I've been watching the Olympic Games all day.
- 4 He's been training really hard since the last Olympic Games.
- 5 I've watched all the judo at the Olympics this year.
- 6 For the last few months, I've been playing squash regularly.
- 7 Squash has helped me to keep fit.

- a Circle the present perfect continuous verbs.
- b Underline the present perfect simple verbs.
- c How are the two tenses formed?



2 Discuss the difference in meaning between these sentences.

- a 1 I've watched the Olympic Games for the last 20 years.
2 I've been watching the Olympic Games all week.
- b 1 I've read the sports news.
2 I've been reading the sports news.
- c 1 I played squash for two years.
2 I've played squash for two years.
3 I've been playing squash – that's why I'm so tired.



3 Choose the correct verbs to complete this conversation.

Randa Hi, Leila. It's Randa.

Leila Hi, Randa. a I've tried I've been trying to contact you for ages. What b have you done/have you been doing?

Randa I'm sorry – c I was/I've been really busy recently. And my phone d didn't work/hasn't worked very well since e I dropped/I've dropped it last week.

Leila It's good to hear from you.

Randa Would you like to come to my house and watch the Olympic Games with me? f I've watched/I've been watching it on my own all week.

Leila That'd be great. Shall I come now?

Randa No, it g has finished/has been finishing for today. Come tomorrow.

4 Discuss in pairs.

Talk to each other about something you have done for a long time. Tell your partner why you enjoy doing it, when and how you started it and describe some of your experiences.



- 1** Before you read, check the meanings of these words in your *Active Study Dictionary*.

benefit boxing career
professional take place
festival

- 2** What do you know about the history of the Olympic Games? Write down one or two facts.
- 3** Now read the article quickly. Does it include any of the facts you wrote?
- 4** Match these headings with the correct paragraphs.
- a ☐ The Olympics become amateur again
 - b ☐ How ordinary people benefit from the Olympics
 - c ☐ The new professionals
 - d ☐ The first Olympic Games
 - e ☒ 1 The Olympic Games today
- 5** Guess the meanings of the words in bold, then answer these questions.
- a What other kinds of **festivals** are there other than the Olympic Games?
 - b Do you think **highlight** has a positive or negative meaning? Look at the two parts of the word.
 - c How do earthquakes **destroy** buildings?
 - d Look at the seven words which follow **amateur**. What do you think it means?
- 6** Discuss this question in pairs.
- How do you think countries can help their athletes to prepare for the Olympic Games?

The Olympic Games



1 The Olympic Games, an international sports **festival** which **takes place** every four years, are particularly famous for athletics. But they also include individual sports, like swimming, and team sports, like football and hockey. For sportsmen and sportswomen everywhere, taking part in the Games is usually the **highlight** of their **careers**.

2 At first, the Olympic Games were part of a religious festival in ancient Greece. The only sport at that time was a running race. Later, longer races were added, together with **boxing**. The Romans conquered Greece during the second century BC and, soon after, the Games lost their religious meaning. Athletes were only interested in money, so, in 349, the Games were stopped.

3 Fifteen hundred years later, archaeologists discovered the ancient Olympic stadium, which had been **destroyed** in an earthquake. This discovery gave people an idea. They thought that individual athletes would **benefit** if the Olympic Games started again. They also believed that the Games would help the world to be a more peaceful place. So, in 1896, the first modern Games took place in Greece. Again, the Olympics were only for **amateurs**; no one was paid to take part.

4 Although competitors are still not paid to take part, some countries now train and pay future professional Olympic athletes, so they are not really amateurs. Some say this is not fair.

5 Since the modern Olympics began over a hundred years ago, athletes have been getting faster and stronger and, at every Games, world records have been broken. This is good not only for individual athletes, but also for ordinary people. Watching Olympic athletes makes some people want to try new sports themselves.

1 Answer the following questions.

- a What kind of festival was the Olympic Games at first? *It was a religious festival.*
- b Why did the Romans stop the Olympic Games in 349?
- c What happened to the original Olympic stadium?
- d Why do you think some countries in the 20th century started to train and pay their athletes?
- e How can sportsmen and sportswomen win more Olympic medals?
- f Why do people want the Olympic Games to take place in their country?

2 Read this quotation from *The Olympic Games* and discuss the questions.

- a Do you think international sports events like the Olympic Games have helped the world to be a peaceful place? Why/ Why not?
- b Do you think all Olympic athletes should be amateurs? Why/Why not?
- c What would happen to the Olympic Games if sportsmen and sportswomen were never paid?

They thought that individual athletes would benefit if the Olympic Games started again. They also believed that the Games would help the world to be a more peaceful place. So, in 1896, the first modern Games took place in Greece. Again, the Olympics were only for amateurs; no one was paid to take part.

3 Now discuss these questions in pairs.

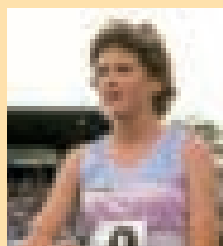
- a What qualities are needed to be a successful international athlete? Think about athletes' characters as well as their health and fitness.
- b Do you think international sport brings people together? Give reasons for your answer.
- c How do countries benefit from international sport?

4 Discuss these questions in small groups.

- a Why are fair play and honesty so important in international sports?
- b Read about two Olympic athletes. Do you think what they did was fair and honest?

**Abebe Bikila**

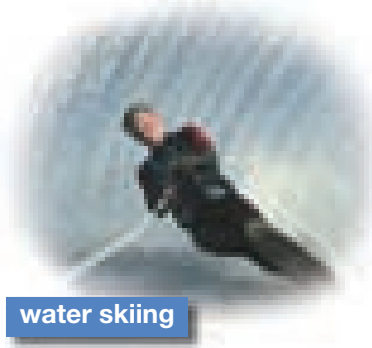
In the 1960 Olympics, the Ethiopian runner Abebe Bikila won the gold medal for running – but he ran without shoes. Some people said this was not fair. What do you think?

**Zola Budd**

In the 1984 Olympics, the runner Zola Budd broke the world record for the women's 5,000 metres and won a medal for Britain. However, Zola Budd was South African, not British. But 1984 was a year when South Africa could not be in the Olympic Games. Was this fair?



chess



water skiing



netball



climbing

1 The five activities in the pictures are not part of the Olympic Games now, but may be in the future. Discuss the questions in pairs.

- What do you know about these games? Have you ever played or watched any of them? Which do you like?
- Which of these games are played in Egypt? How good are your international players of these games?
- Which countries do you think would do well in these games? Why?
- Which of these games would you like to be part of the Olympic Games in the future? Why?



squash

2 In groups, discuss these games using language from the boxes.

Making suggestions

- If you ask me, (chess) should...
- What about having...?
- I think it'd be a good idea to have...

Agreeing with suggestions

- That's a good idea.
- I'll go along with that.
- I agree.
- That's what I think.

Disagreeing with suggestions

- I'm not sure about that.
- I don't agree.
- No, I'd prefer to have...
- I wouldn't choose...

- Take turns to suggest that one of the five games be part of a future Olympics.
- When all students in the group have made their suggestions, the group should discuss and decide which three games should be in the Olympics.

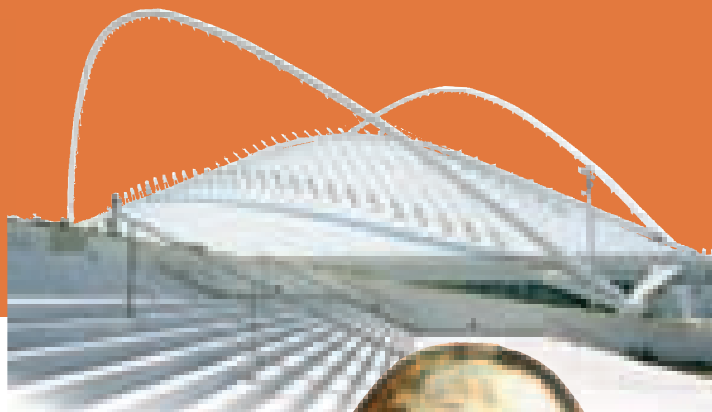
3 Now discuss this question.

Are there any games that you think should never be part of the Olympics?



Review C

Listening



1 Can you do this sports quiz in pairs?

- a Where did the Olympic Games take place in 2004?
They took place in Athens, Greece, in 2004.
- b How many circles are there in the Olympic sign?
- c What are these circles?
- d Who won the football World Cup in 2006?
- e Where did the first international tennis matches take place?
- f Where did the Pan Arab Games take place in 2007?

Now listen to check your answers.

2 Listen again and complete these notes.

- a All the quiz questions are on the subject of *international sport*.
- b In the football World Cup in 2006, France lost in
- c The student in team A knew where the Pan Arab Games took place in 2007 because he
- d The first international tennis matches took place in the year
- e In the class quiz, both teams scored

3 Discuss this question in pairs.

If you could have a free ticket to any international sport, which would you choose? Why?

4 The sounds of English

- a Work in pairs. Read these sentences to your partner, then underline the *schwa* sounds.

- 1 We're going to do a quiz.
- 2 Italy beat France at the weekend.
- 3 That's a good photograph of you.
- 4 Who won the squash tournament last year?
- 5 The pupil studied for a long time.
- 6 I am going to the theatre this summer.

- b Now listen and check your answers.



1 Match a-e with 1-5 and complete with a relative pronoun.

- | | | | |
|--|---|--------------------------------------|--|
| a Shanghai is a modern Chinese city | 1 | <input type="text"/> | they can be produced very cheaply. |
| b Today, many electrical goods are made in China | 2 | <input type="text"/> | the Olympic Games first took place. |
| c At the Beijing Olympics, China was the country | 3 | a <input type="text" value="which"/> | has a population of 20 million people. |
| d Greece was the country | 4 | <input type="text"/> | won the bronze medal for judo at the Beijing Olympics. |
| e In 2008, Egyptians were very proud of Hesham Mesbah, | 5 | <input type="text"/> | athletes won the most medals. |

2 Complete these definitions with a relative clause and your own ideas.

- a A supermarket is a large shop which sells many different things.
- b A professional is someone
- c A ball is a dance
- d Water skiing is a sport

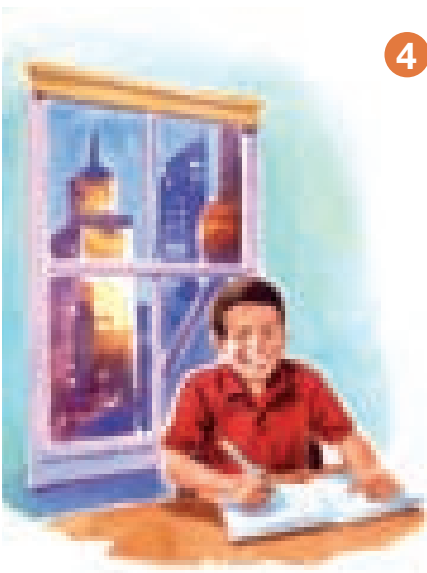


3 Rewrite these sentences like the example using used to.

- a Today, people usually travel by air when they go abroad.
In the past, they used to travel by sea.
- b Today, people buy things with their credit cards.
- c Today, people contact their friends by e-mail or mobile phone.
- d Today, ships can sail through the Suez Canal.
- e Today, many students go to university when they leave school.

4 Complete with the correct form of the verbs in brackets.

Two years ago, I **a** watched (watch) a TV programme about China and its growing economy. Since I **b** (see) that programme, I **c** (become) very interested in China and I **d** (read) everything I could find about the country and its people. When I **e** (tell) my parents about my interest, they **f** (suggest) that I should write to a student of my age in China. I **g** (find) a pen friend on the internet. He lives in Shanghai and we **h** (start) writing to each other nearly a year ago. Since then, we **i** (write) to each other every month. Of course, we **j** (never visit) each other's country, but we hope to in the future.



1 Discuss this question in pairs.

Why do you think international trade has grown so quickly in the last hundred years?

2 As you read the article, make lists of the following.

- a Cities: Babylon,
- b Countries: China,
- c Things you can eat: crops,
- d Other goods: gold,

3 Read the article again. Are these statements True or False? Correct the false sentences.

- a Traders from Babylon had little space for food because they had to carry goods.
False - Traders from Babylon had little space for goods because they had to carry food.
- b The Romans took silk to China and wheat to Africa.
- c In the twelfth century, Italy became an important centre of trade.
- d Arab traders started travelling to the Far East in the fifteenth century.
- e European countries exported potatoes and tobacco to America.
- f World trade has increased during the last hundred years because transport has improved.



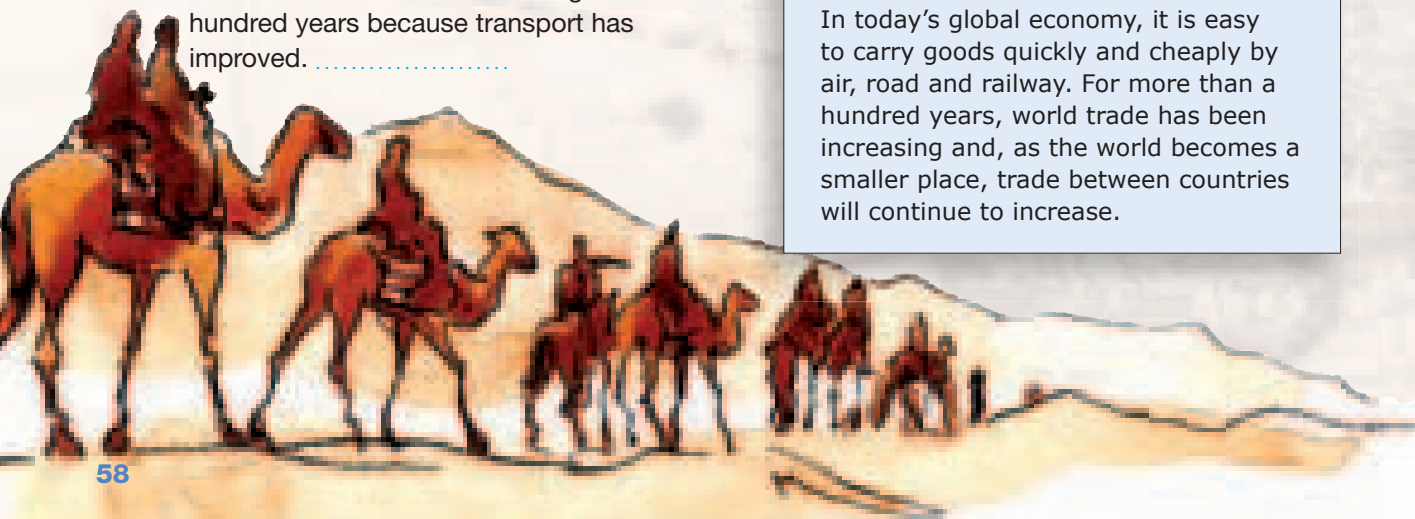
How trade began

For thousands of years, people produced most of what they needed themselves. They grew crops and hunted for food. However, they learned that they could have more goods if they traded with other countries. Groups of traders from Babylon travelled thousands of kilometres on camels in caravans. But because they had to carry food for themselves and their animals, there was little space for goods. For this reason, these traders carried small, valuable things like gold and diamonds.

During Roman times, trade became very important. The Romans traded with China and brought silk to Europe. Roman ships also brought tin from Britain, wheat from Africa and jewellery from the East. After the Romans, there was less trade, but in the twelfth century, it increased again. The Italian cities of Venice and Genoa became the world's most important trade centres. From Venice, traders travelled to China, bringing back spices and silk. In the fourteenth century, Arab traders visited India and China.

In the fifteenth and sixteenth centuries, global trade increased. Great traders from Spain and Portugal opened many new sea routes. Later, European companies in America started exporting sugar, rice, potatoes and tobacco to Europe and importing expensive goods like silk and jewellery.

In today's global economy, it is easy to carry goods quickly and cheaply by air, road and railway. For more than a hundred years, world trade has been increasing and, as the world becomes a smaller place, trade between countries will continue to increase.



1 Complete these sentences with the correct form of the verbs in brackets.

- a People from Babylon *were* (be) the first to trade with other countries.
- b Europeans (trade) with China since Roman times.
- c Tin (find) in Britain since Roman times.
- d Arab traders (visit) India and China since the fourteenth century.
- e People in Europe (eat) potatoes since the seventeenth century.
- f The world economy (grow) continuously for more than a hundred years.

2 Discuss this question in pairs.

Today many people around the world eat the same food and drink the same drinks.
Do you think this is a good thing? Why?/Why not?

Critical thinking**1 Answer the following questions.**

- a What kind of goods did the early traders from Babylon carry?
They carried small, valuable things like gold and diamonds.
- b What did the Romans bring from Britain?
- c What goods did the Europeans import from America?
- d Why do you think the traders from Babylon travelled in caravans?
- e Why do you think traders from Europe and the Middle East wanted to trade with India and China?
- f Why was it important that the Spanish and Portuguese traders opened up new sea routes?
.....

2 Read this quotation from the article and answer the questions.

- a Why was it difficult to move goods in the past?
- b How were goods carried from place to place in the past?
- c Which of the three types of transport – trains, lorries and planes – do you think has made the greatest difference to trade?
- d Why do you think trade has continued to grow for more than a hundred years?
- e What does it mean when people say that the world is becoming a *smaller place*?

In today's global economy, it is easy to carry goods quickly and cheaply by air, road and railway. For more than a hundred years, world trade has been increasing, and as the world becomes a smaller place, trade between countries will continue to increase.

3 Discuss these questions in pairs.

- a What things do you and your family use that are made in other countries? Think about the following: food, drinks, clothes and electrical equipment.
- b Why do people buy things which are imported from other countries?



- 1 Change the underlined words and phrases in this e-mail using more formal language. Use the words in this box.

It was good I have I visited it has last week ~~I am~~
 I look forward to hearing from you possible produced
 Yours sincerely It will please could you let us have

Mr Fawzi
 Meeting

Dear Mr Fawzi,

a I'm I am writing to thank you for your warm welcome when
 b I came to your Alexandria office c the other day
 d It was fun to meet you and I found our meetings very useful.

e I've now finished writing my report and f it's been
 sent to the head office in London. g It'll be discussed at the end of next
 week. Of course I will let you know any news as soon as h I can.

Before our meeting, i send us the following information.

- 1 Where will most of the machines be j made? In Egypt or Britain?
- 2 How will the machines be distributed around the country?
- 3 How many workers will be employed on this work?

k Write soon.

l Bye,

Mr Jenkins

- 2 Read your e-mail to another student. Do you agree on the answers?

- 3 Discuss these questions in pairs.

- a Why are most business letters and e-mails written in formal language?
 b Why is it better that business letters and e-mails do not sound too friendly?

- 4 Roleplay a telephone conversation between Mr Jenkins and Mr Fawzi.

Student A You are Mr Jenkins. You could not send your e-mail to Mr Fawzi because there was something wrong with your computer. Give your partner the information from your e-mail, but speak informally. Start and end the conversation in a friendly way.

Student B You are Mr Fawzi. You are happy to get a phone call from Mr Jenkins. As he gives you information, ask him questions.



10 Where today's food comes from

Listening

Objectives

Grammar Question tags

Function Giving advice and instructions

Listening Listen for gist and specific information

Reading Read to check predictions and for detail

Critical thinking The uses of genetic engineering

Writing A magazine article

1 Discuss these questions in pairs.

- a What do the photographs show about agriculture?
- b How do fertilisers help farmers?

2 Check the meanings of these words in your *Active Study Dictionary*.

fertile genetically modified
organic pesticide spray (v)

3 Listen and answer these questions.

- a Which of the speakers, Hassan or Ali, prefers organic farming?
.....
- b What are some of the disadvantages of organic farming?

4 Listen again and choose the correct words to complete these sentences.

- a Ali says that pesticides can be poisonous good for the soil.
- b Ali says that **natural/chemical** fertilisers are organic.
- c Hassan thinks that it is **more difficult/easier** for farmers to use chemical fertilisers.
- d Hassan says that modern farming makes **less/more** money than organic farming.
- e Ali says that organic farmers **have/don't have** to buy expensive fertilisers and pesticides.
- f They **will/won't** discuss genetically modified crops another day.

5 Discuss this question in pairs.

Do you think there is any difference between organic and non-organic foods? Why/Why not?

6 The sounds of English

- a Listen to these sentences. Do the speakers' voices go up or down at the end? (Write [↗] or [↘])
 - 1 It was very interesting, wasn't it? [↗]
 - 2 Organic food is better for you, isn't it?
 - 3 Organic food is more expensive to produce, isn't it?
 - 4 It's a very difficult subject, isn't it?
 - 5 Farming is very hard work, isn't it?
- b Now listen and repeat the sentences.



DON'T FORGET

Your voice goes up at the end if you are asking a real question. But if you want to check that something you are saying is true, your voice goes down.

- 1** Study these sentences from the listening text and underline the question tags. Which words in the sentences do the tags match?

- 1 You read that newspaper article about farming, didn't you?
- 2 It was very interesting, wasn't it?
- 3 Pesticides can be poisonous, can't they?
- 4 We didn't need chemical fertilisers then, did we?
- 5 It's much quicker and easier for farmers to spray their crops with chemical fertilisers and pesticides, isn't it?
- 6 We haven't talked about the subject of genetically modified crops yet, have we?
- 7 We should leave that discussion until another day, shouldn't we?

- 2** Discuss these questions in pairs.

- a Look at sentence 1 above. Is the tag question verb the same as the main sentence verb? What happens?
- b In the other sentences, how does the tag question verb change?

- 3** Complete this conversation with the correct question tags.

- Hamid** We shouldn't spray the crops with chemical fertilisers, **a** should we ?
- Ibrahim** Why not? They help us to grow more food, **b** ?
- Hamid** Yes, but it isn't good for our health, **c** ?
- Ibrahim** You're not suggesting we do nothing, **d** ?
- Hamid** No, I'm suggesting we use organic fertilisers. They're healthier, **e** ?
- Ibrahim** Yes, they are, but most farmers prefer to use chemicals, **f** ?
- Ibrahim** Yes, but they should give their customers what they want, **g** ?
- Hamid** I suppose so.

- 4** Work in pairs. Ask what food your partner likes and dislikes.

DON'T FORGET

If you want to ask for information, make your voice go up at the end.

You don't like fish, do you?

No, I don't. You like vegetables, don't you?



- 1** Check the meanings of these words and phrases in your *Active Study Dictionary*.

gene genetic engineering
ingredient ripen rot
seed (n) starvation

- 2** Now read and answer these questions.

- a What advantages of genetic engineering are described?
- b Why do some people worry about eating genetically modified food?

Should scientists modify our food?



Thousands of years ago, most people were hunters whose food came from the animals and fish they had killed and from nuts, roots and fruit they had collected. Later, these hunters lived in one place and became farmers whose method of getting food was to grow crops from the **seeds** of wild plants. Over time, they noticed that some plants were better than others. They saved the seeds from these plants and so the yields and quality of their crops improved.

Like plants, all other living things contain **genes** which control what they will be like. Modern scientists can put genes into plants and animals in their laboratories, and this means they can modify their genes in order to change what they are like. This is called **genetic engineering**.

A type of tomato is an example of this. When normal tomatoes **ripen**, one of their genes produces a chemical that makes the fruit **rot**. Scientists can modify this gene so that the tomatoes do not rot so quickly. This is one way in which genetically modified (GM) crops can improve agriculture. Scientists know that this technology can also protect people from **starvation** in countries where insects or diseases destroy crops. For example, fruit and vegetables have been modified so that they are not damaged by the diseases that kill 'normal' plants.

However, many people believe that modified food is unnatural and fear that genetic engineering may bring new diseases in the future. So should we eat genetically modified food or not? Surprisingly, biscuits, cakes and many other foods that we have been eating for years already contain genetically modified **ingredients**. Have they done us any damage?

- 3** Match to make sentences.

- a Once, people ate animals which
- b Early farmers used the seeds that
- c Scientists have modified the genes of some tomatoes so that
- d Because of genetic engineering, some people are afraid that
- e There are genetically modified ingredients in some of the foods that

- 1 ☐ there will be new diseases.
- 2 ☐ they had collected from the best plants from the year before.
- 3 ☐ people have been eating for a long time.
- 4 ☐ they rot more slowly.
- 5 ☒ a they had hunted and killed.

- 4** Join these sentences using *whose*.

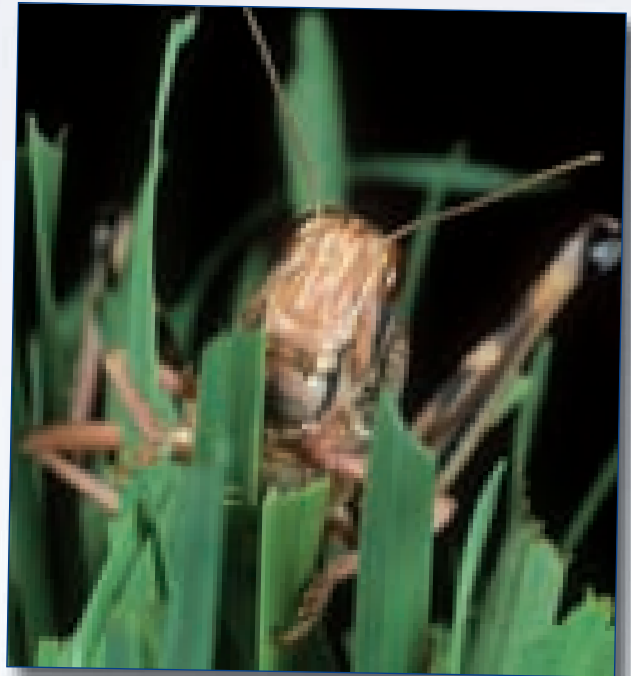
- a Once, people were hunters. Their food came from animals and fish.
Once, people were hunters whose food came from animals and fish.
- b Later, these hunters became farmers. Their method of getting food was to grow crops.
- c There are many families. They have got GM foods inside their cupboards.

DON'T FORGET

We use **whose** as the possessive form for both **who** and **which** in relative clauses. See Grammar Review p.127-128.

1 Answer the following questions.

- a Which plant seeds did the early farmers save? What did they use these seeds for?
They saved the seeds of the good/best plants.
- b How can scientists change what plants or animals are like?
- c How can scientists protect people from starvation?
- d Why do you think early farmers decided to live in particular places?
- e Are you worried about what may happen in the future because of genetic engineering? Why/Why not?
- f If you had known that some of your food already contained genetically modified ingredients, would you have eaten it? Why/Why not?



2 Read this quotation from “Should scientists modify our food?” and discuss the questions.

- a How has modern science changed the way farmers protect their crops from attacks by insects and diseases?
- b What other uses do you think there will be for GM technology in the future?
- c Should scientists modify our food? Why/Why not?

Scientists know that this technology can also protect people from starvation in countries where insects or diseases destroy crops. For example, fruit and vegetables have been modified so that they are not damaged by the diseases that kill ‘normal’ plants.

However, many people believe that modified food is unnatural and fear that genetic engineering may bring new diseases in the future.

3 Read the following and discuss the question below in pairs.

- People in some remote areas do not have enough food. Their health is getting worse.
- Scientists can give these people GM seeds which will produce plants with high food yields. This will give the people enough food.
- It is possible that the new food will bring a new disease.

Should the people depend on the high yield seeds or should they use their normal seeds and move to an area where food is easier to grow?

Project 2 Finding out about healthy food


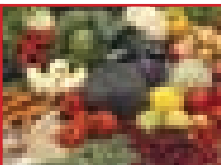
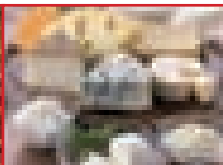

- 1 Check the meanings of these words in your *Active Study Dictionary*.

carbohydrate fat (n) protein

Situation

You and your partner are going to find out about different types of food and how healthy they are. You can find information on the labels of some foods or you can find information in reference books or on the internet.

- 2 Look at the different types of food and complete the table.

				
Types of food	meat/fish	fruit and vegetables	butter and cheese	bread/pasta
1 How often do you eat this type of food?	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never	<input type="checkbox"/> often <input type="checkbox"/> sometimes <input type="checkbox"/> never
2 Which of these things does this food contain?	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein	<input type="checkbox"/> carbohydrate <input type="checkbox"/> fat <input type="checkbox"/> protein

- 3 Work in pairs.

- a Compare your answers with your partner. Do you eat the same types of foods?
- b How healthy are the foods you both eat most frequently?

I often eat meat.
It has lots of protein.



- 4 Discuss this question in pairs.

What advice would you give to people to make sure they eat the right quantities of carbohydrate, fat and protein? Use language from the box.



- **Eat** (meat) regularly. It has lots of (protein).
- **Make sure you eat** plenty of (cheese and milk). They have...



- You need..., but **don't eat** too much.
- **You mustn't eat** too much ... It's bad for you.

Listening

Objectives

Grammar Past perfect simple and continuous

Functions Make recommendations

Listening Listen for detail and interpret information

Reading Read for detail and between the lines

Critical thinking The dangers of being too ambitious

Writing A book review

1 Discuss these questions in pairs.

- a When do you think this scene took place?
b How would this scene be different today?

2 Check the meanings of these words in your *Active Study Dictionary*.

ashore primitive remote
serious whaling

3 Listen and answer these questions about Herman Melville, who wrote a story about whaling called *Moby Dick*.

- a How many of Herman Melville's novels does the speaker talk about?
b What happened on these dates?
1819 *Melville was born.*
1839
1847
1851
1891

4 Listen again. Are these sentences *True* or *False*? Correct the false ones.

- a Herman Melville wrote three novels before *Moby Dick*. *False. He wrote two novels.*
b When he was 12 years old, Melville's mother died.
c Melville's first work was as a sailor on a ship.
d His first novel was about a man who lived on an island.
e Readers really liked Melville's first two novels.
f Readers thought *Moby Dick* was more exciting than Melville's earlier novels.
g Melville finished *Billy Budd* just before he died.

5 Discuss this question in pairs.

How do you think Melville's life on the remote Pacific islands was different from his life in New York?

6 The sounds of English

- a Listen and repeat these words which start with the /ʃ/ sound.

shirt shop short should

- b Now listen and repeat these words which start with the /tʃ/ sound.

change chess child China

- c Listen and tick the word that you hear in each pair.

1 chair	<input type="checkbox"/>	share	<input checked="" type="checkbox"/>
2 cheap	<input type="checkbox"/>	sheep	<input type="checkbox"/>
3 cheese	<input type="checkbox"/>	she's	<input type="checkbox"/>
4 choose	<input type="checkbox"/>	shoes	<input type="checkbox"/>

- d Now listen and repeat the sentences that use these words.

Language focus

Past perfect simple and continuous

1 Study these sentences from the listening text, then do the following.

- a Choose the correct verb: past perfect simple or continuous.
b Compare answers with a partner, then listen to check your answers.

- 1 When his novel *Moby Dick* came out in 1851, Herman Melville **had written** **had been writing** for five years.
- 2 He **had already written/had already been writing** *Typee* and *Omoo*.
- 3 After he **had left/had been leaving** school, the young boy worked in very ordinary jobs.
- 4 By the age of 20, Herman was bored with the jobs he **had done/had been doing** and decided to look for adventure.
- 5 People loved reading about the unusual life Melville **had lived/had been living** in these strange, remote places.
- 6 Melville **had not finished/had not been finishing** his final novel about life at sea at the time of his death.



DON'T FORGET

The past perfect is used to talk about a time before an event in the past. It is often used to give a reason for the event.

*The bus **had broken down**. That's why Leila was late for school yesterday.*

*There were floods because it **had been raining** for three days.*



2 Discuss in pairs.

- a Which verb form, past perfect simple or continuous, is used to describe something which happened for a length of time in the past?
b Which verb form, past perfect simple or continuous, is used to describe something which was completed in the past?

3 Complete with the past perfect simple or continuous form of the verb in brackets.

- A Why did Herman Melville go to sea when he was twenty?
B Because he was bored with the jobs he **a** *had been doing* (do) before that.
A Twenty is quite young to go to sea, isn't it?
B Yes, but don't forget that he **b** (leave) school at the age of 12.
A He started writing in his mid twenties, didn't he?
B That's right. By then he **c** (travel) all over the world.
He **d** (be) a sailor on a whaling ship and a navy ship.
A And he **e** (visit) some islands in the Pacific Ocean.
B Yes. In fact before he finally went back to America, he **f** (live) with a group of very primitive people for four months.

4 Work in pairs. Suggest reasons for the following.

- a Mohanad looked very tired when I saw him yesterday.
Perhaps he'd been working hard. Perhaps he had slept badly the night before.
b Leila looked really happy when I saw her at the weekend.
c Hassan sounded very angry when I spoke to him this morning.
d Dalia sounded unhappy when I phoned her yesterday.

- 1 Check the meanings of these words in your *Active Study Dictionary*.

armed continent crew determined
harpoon purpose ram (v) whenever

- 2 Read this summary of *Moby Dick* and find out what or who these are.

- a Ishmael *the storyteller of the novel*
b Moby Dick
c the *Perquod*
d Ahab

- 3 Complete these sentences with information from the story.

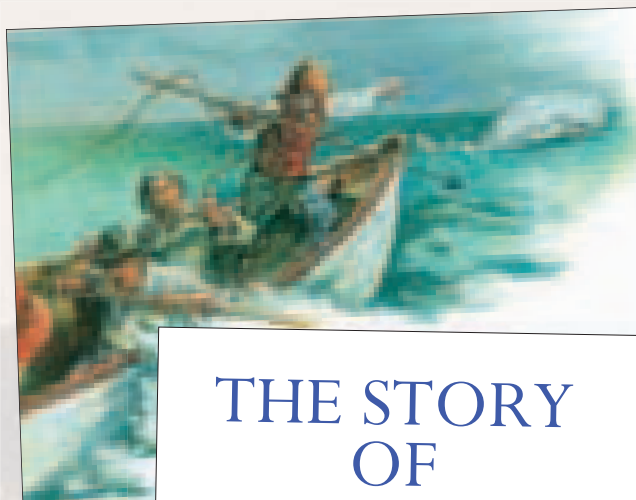
- a On his last voyage, Captain Ahab *had lost his leg when Moby Dick attacked his ship.*
b On this voyage, Captain Ahab was determined
c The first sailor to see Moby Dick would
d Captain Ahab tried to find information about Moby Dick by
e Men with harpoons went out in small boats to
f The third time they tried to catch Moby Dick, the whale
g The crew of the *Perquod* drowned when
h Only Ishmael

- 4 Discuss these questions in pairs.

- a Africa is the second largest of the world's continents. What is the largest continent? What are the other continents?
b The *Perquod* went round Africa to reach the Indian Ocean. Which quicker route could a ship travel today?

- 5 Work in pairs. Find out the following information.

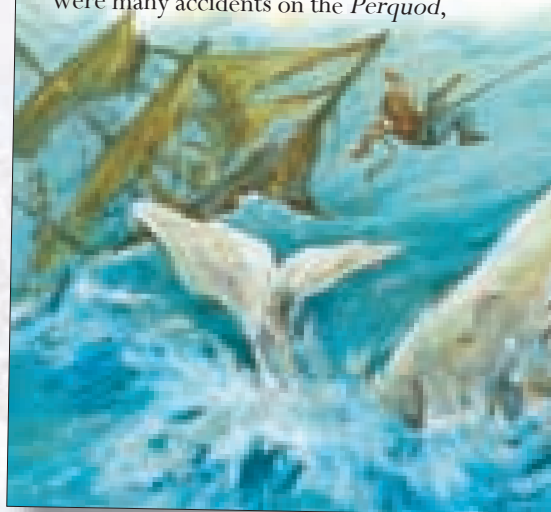
- a Why did people hunt whales in the past? Why do they hunt them now?
b Why are some people against whaling?



THE STORY OF MOBY DICK

Ishmael, the novel's storyteller, went to sea on a whaling ship called the *Perquod*. The ship's captain, Ahab, had lost a leg when his ship was attacked by a great white whale called Moby Dick on his last voyage. Ahab told his men that the **purpose** of their voyage was to hunt and kill Moby Dick, and he offered a gold coin to the first sailor who saw him.

The *Perquod* sailed round the **continent** of Africa into the Indian Ocean. **Whenever** they met other ships which had been whaling in the area, Ahab asked their captains if they had seen Moby Dick. A sailor from one of these ships predicted that anyone who tried to kill Moby Dick would die. After this, there were many accidents on the *Perquod*,



1 Answer the following questions.

- How did Captain Ahab lose his leg? *He lost it when his ship was attacked by Moby Dick.*
- What did the sailor on another ship predict?
- How did Ishmael avoid drowning?
- How would you describe the character of Captain Ahab?
- What do you think was special about Moby Dick?
- Do you think the whale was trying to kill Captain Ahab? Give your reasons.

but nothing stopped Ahab. He was **determined** to kill the whale which he thought of as his enemy.

Suddenly, a storm hit the *Perquod* and one of the sailors fell to his death from the ship. Soon after this, they saw Moby Dick and Ahab sent out men **armed** with **harpoons** in a small boat, but the whale destroyed the boat. The next day, more boats were sent out and, although a harpoon hit the whale, Moby Dick was strong enough to attack the *Perquod*. On the third day, boats were sent out again and this time the whale **rammed** and sank the ship. Captain Ahab was pulled out on a harpoon rope and died attached to the whale. The boat sank and all the **crew** drowned except Ishmael, who held onto some floating wood. He was rescued by another whaling ship and lived to tell the story.



2 Read this quotation from the story and discuss the questions.

Whenever they met other ships which had been whaling in the area, Ahab asked their captains if they had seen Moby Dick. A sailor from one of these ships predicted that anyone who tried to kill Moby Dick would die. After this, there were many accidents on the *Perquod*, but nothing stopped Ahab from hunting Moby Dick. He was determined to kill the whale which he thought of as his enemy.

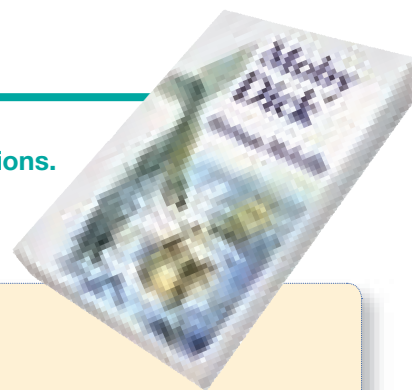
- Why do you think Captain Ahab was so determined to hunt and kill Moby Dick?
- Do you believe that Moby Dick was really Captain Ahab's enemy? Why/Why not?
- Do you think that Ahab could have saved the lives of his crew? Why didn't he?
- Do you think the story of Moby Dick has a message? If so, what is it?

3 Discuss the following ideas. Give examples of people you know.

"People need to be determined if they want to reach their goals in life."

"It is possible to be ambitious and determined without hurting other people."

"Some people are too determined to reach their goals."



1 Read these readers' reviews of *Moby Dick* and answer the questions.

- a** Have both reviewers read *Moby Dick*?
b Do the two reviewers agree?

This week's book review

***Moby Dick* by Herman Melville ★**

Moby Dick is not my kind of book and I do not know if I will finish it. People say it is one of the world's greatest books, but things happen so slowly. The voyage of the *Perquod* does not start until you have read 150 pages, and we do not meet the whale until page 250. And you know exactly what is going to happen: either Ahab will kill Moby Dick, or Moby Dick will kill Ahab. At the moment, it doesn't matter who wins.

J Smith (UK)

***Moby Dick* by Herman Meville ★★★★★**

Moby Dick is a book that everyone can enjoy. Once you start reading it, you cannot stop. I love all the details about the characters, especially Captain Ahab, and about the *Perquod*. You really feel that you are on the ship yourself. Moby Dick is like another human character. He is incredible. You really want him to win his fight with Ahab. This really is my favourite book. I will definitely read it again.

A Brown (Canada)

2 Make a list of the good and bad things the reviewers say about *Moby Dick*.

Good things

Moby Dick is a book that everyone can enjoy.

Bad things

Moby Dick is not my kind of book.

3 Plan a review of a book you have enjoyed reading.

- a** Make notes about the book. Say why you enjoyed it. Think about the following.
- the characters
 - the story
 - the language
 - how easy it was to read and understand
- b** Decide how many stars to give the book
 (★ = you did not enjoy it,
 ★★★★★ = you loved it).

4 Work in pairs.

Recommend a book for your partner to read. Tell them why they should read it using this language.

Making recommendations

- I'm sure you'd enjoy/love this book.
- You really should read this book.
- I can (really) recommend this book (to you).

Reasons

- It's a very exciting/interesting story.
- The characters are so real.
- You won't be able to put it down.
- It's so easy to read.

12 A place to live

Listening

Objectives

Grammar Pronouns and reflexive pronouns

Functions Ask and answer about dreams and ideals

Listening Listen for detail, recognise a speaker's attitude

Reading Read to check predictions and to interpret reference words

Critical thinking Understand the value of traditional ways of building

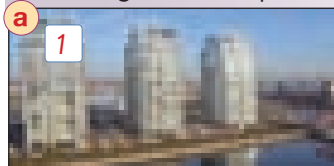
Writing Describe a place

1 Look at the photos of different homes and work in pairs.

a Describe each of these houses with a short phrase.

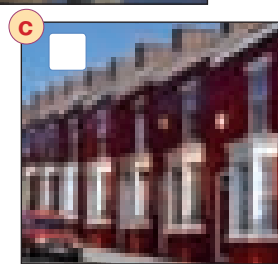
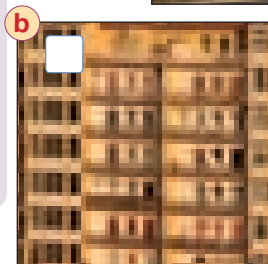
Picture **a** shows modern skyscrapers near a river.

b Which of these homes would you most like to live in? Why?



2 Check the meanings of these words in your Active Study Dictionary.

balcony block (n) detached outskirts
overlook storey thick view

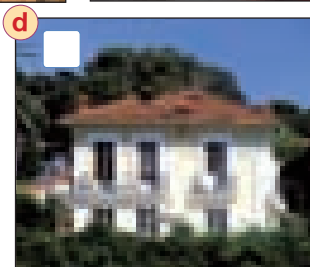


3 You are going to hear four people describing where they live.

a As you listen, match each speaker 1–4 with the pictures a–d.

b Listen again and match each speaker 1–4 with the following.

- ☐ He or she would like to spend more time at home.
☐ He or she finds some things about home annoying.
☒ 1 He or she is very excited about home.
☐ He or she is happy and does not want to move.



4 Listen again and complete these sentences.

a The first speaker lives in a flat on the twentieth floor of a skyscraper near the

b He has a great view across the city from

c The second speaker lives with in an old house which is made of

d It is cool inside her house because

e The third speaker lives in on the

f He does not spend much time at home because

g The fourth speaker lives in a flat on the of a block of flats close to

5 Discuss this question in pairs.

What makes a good home?

6 The sounds of English

a Listen, repeat and tick the words you hear.

<input checked="" type="checkbox"/> brain	<input type="checkbox"/> pray
<input type="checkbox"/> price	<input type="checkbox"/> prize
<input type="checkbox"/> bright	<input type="checkbox"/> promise
<input type="checkbox"/> brother	<input type="checkbox"/> prefer
<input type="checkbox"/> broken	<input type="checkbox"/> proud

b Read these sentences with a partner.

- 1 He broke his promise.
- 2 I'm proud of my brother.
- 3 I prefer bright colours.

c Now listen and repeat the sentences.

1 Study these sentences from the listening text and circle the pronouns.

- 1 There are fantastic views from all the bedroom windows. From mine I can see right across the city.
- 2 They are adults now and have their own children. So we live here by ourselves now.
- 3 My family and I live in a large detached house on the outskirts of the city.
- 4 We have six bedrooms, three of them are for us and the others are for our guests.
- 5 My children go to university and are old enough to look after themselves.

2 Write lists of pronouns which could replace the underlined pronouns.

- a Ali saw me. you, him, her, it, us, them
- b That car is mine.
- c I didn't buy it. I made it myself.

DON'T FORGET

A pronoun is a word we use instead of a noun (for a person or thing). A reflexive pronoun is a pronoun that ends in *-self* or *-selves*.

3 Change the underlined parts to pronouns.

- a Our house is not as modern as your house. yours
Yes, but your garden's bigger than our garden.
- b My wife and I have just bought a new flat. The new flat is near to where my wife and I live now.
- c John's neighbours' TV was broken. John did not need his TV, so John lent the TV to John's neighbours.
- d **A** Is this your sister's bedroom?
B No, it's my bedroom. My sister's bedroom is downstairs.
- e If you see Ali, can you tell Ali to phone his mother?
His mother needs to ask Ali something.

4 Complete with a reflexive pronoun and the correct form of these verbs.

cut design hurt protect repair ~~see~~

- a The child looked surprised when he saw himself in the mirror.
- b We didn't get an architect to design our house.
We hurt it.
- c Samira fell down the stairs, but she didn't cut.
- d **A** Nick, did you and Matt repair the broken window?
B Yes, we did, but I designed on a piece of glass.
- e People live in houses to protect from the weather.



- 1 Check the meanings of these words in your *Active Study Dictionary*.

concrete conduct (v) flat (adj)
high-tech insulated lock (v) sloping

- 2 Discuss these questions in pairs.

- Why do houses in some places have sloping roofs and houses in other places have flat roofs?
- Why are some houses in Japan made of wood?

- 3 Read this article and check your answers.

- 4 Match these headings with the correct paragraphs.

- ☐ Location makes a difference
- ☐ Today's architects follow old traditions
- ☒ 1 The importance of climate
- ☐ Mud bricks are still useful
- ☐ Remote control homes

- 5 What do these words and phrases in bold from the reading refer to?

- In hot areas, buildings with thick walls or **those** with small windows keep out the heat. *buildings*
- They** are also easy and cheap to construct.
- They** can lock or unlock their doors and even cook their meals without being **there** themselves.

- 6 Discuss this question in pairs.

Would you like to be able to control things in your home from a mobile phone? Why/Why not?



Building for people

1 The main purpose of buildings has always been to protect people from bad weather. In countries with hot and cold seasons, **insulated** buildings keep out heat and cold. In hot, dry areas, buildings with thick walls or those with small windows keep out the heat. In places where there is a lot of rain or snow, buildings have **sloping** roofs, whereas in Egypt, where there is little rain, most houses have **flat** roofs.

2 Geography is also important in building design. Many houses in Japan, for example, are made of wood because Japan has a lot of earthquakes, and buildings made of bricks and **concrete** can be dangerous if they fall down.

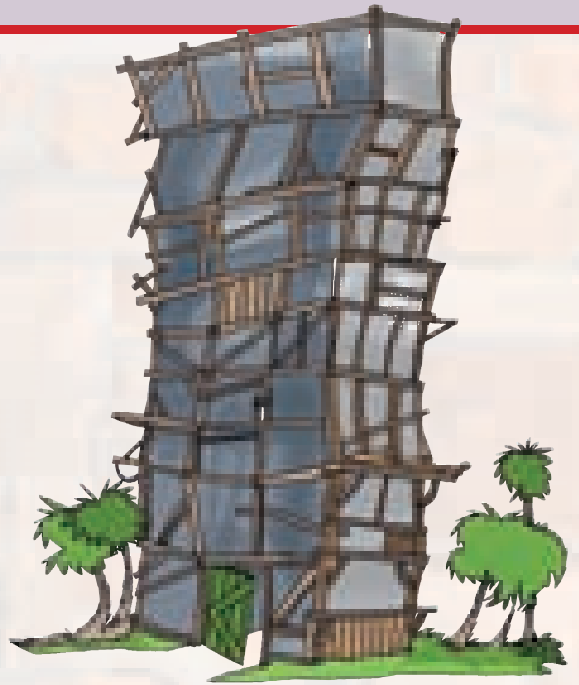
3 Many modern buildings are made of metal, concrete and glass, but some are still made from mud bricks. These houses are particularly suitable for hot climates because they do not **conduct** heat well, so the inside stays cool. They are also easy and cheap to construct.

4 Today, technology also affects how buildings are designed. Modern houses can be very **high-tech**. Some buildings can be controlled from a mobile phone. So if the owners are out, they can **lock** or unlock their doors, turn their lights on and off and even cook their meals without being there themselves.

5 The world-famous Egyptian architect Hassan Fathy realised the value of traditional ways of building. He found that one of the oldest buildings in Ancient Egypt, near Luxor, had been built in the same way as people build houses in Upper Egypt today.

1 Answer the following questions.

- In what sorts of areas do buildings have thick walls? *In countries with hot and cold seasons.*
- What three things are many modern buildings made of?
- Who was Hassan Fathy?
- If the main purpose of buildings is to protect people from the weather, what other purposes are there?
- What do you think are the disadvantages of building with mud bricks?
- What problems could there be with houses made of wood?



2 Read this quotation from the article and discuss the questions.

- What does Hassan Fathy's discovery tell us about the Ancient Egyptians?
- What does it tell us about people who build houses from mud bricks today?
- Think of traditional ways of doing things that are still used today. What other lessons have we learnt from the past?
- Do you know of any traditional ways of doing things that once disappeared but have now come back?

The world-famous Egyptian architect Hassan Fathy realised the value of traditional ways of building. He found that one of the oldest buildings in Ancient Egypt, near Luxor, had been built in the same way as people build houses in Upper Egypt today.

3 Discuss this question in pairs.

Look at these photographs of a school at Fares designed by Fathy in 1957. How is it different from your school?



1 Make notes on the following.

- Which of these houses would you like to live in? Why?
- Which would you like to spend a holiday in? Say why.



2 Work in pairs.

- Compare your ideas about the pictures with a partner.
- Discuss what makes each house different or unusual and say what you like and dislike about each house.
- Tell each other about your own dream house. Use some of these expressions.

Questions

- If you could have any type of house you liked, what would you choose?
- Where would your dream house be?
- Would it be modern or traditional?
- Would you prefer a house or a flat?

Answers

- I'd choose a modern, high-tech house because....
- My dream house would be in/near/ not far from the sea/city centre as...
- It'd definitely be modern/traditional.
- I'd really like

- What do you think your dream house says about your character? Use some of these words.

ambitious calm careful
cheerful confident exciting
peaceful relaxed unusual

I think your dream house shows you are a relaxed, cheerful person.

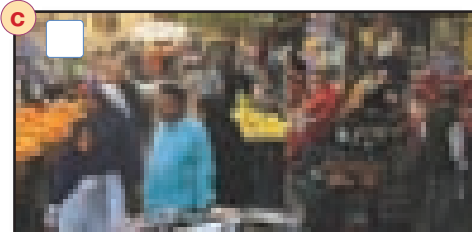
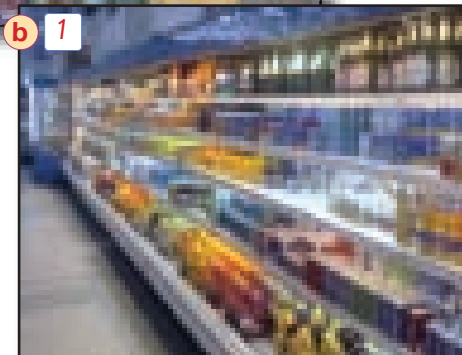
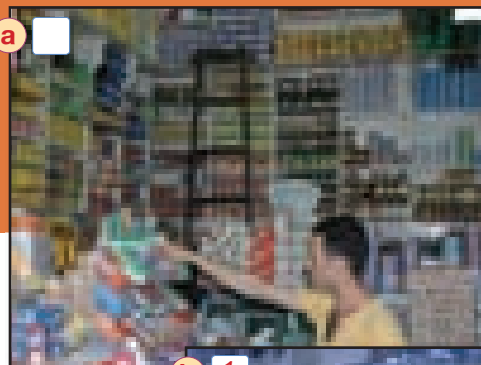


Review D

Listening

1 Discuss these questions in pairs.

- a What can you see in these pictures?
- b Which of these places do you buy food from?
- c Which kind of place do you prefer? Why?



2 Listen and match each speaker 1–3 with the picture which shows where they buy most of their food.

3 Listen again. Are these sentences True or False?

- a The first speaker shops at the supermarket because it is cheaper.
False. It's because it's easier and quicker.
- b She grows her own fruit and vegetables.
- c The second speaker does most of his shopping at the street market.
- d He does not like the supermarket because there are not enough things to choose from.
- e The shopkeeper at the grocer's shop is friendly.
- f The third speaker can't buy any fresh fruit at the grocer's.

4 Discuss these questions in pairs.

- a What are the advantages and disadvantages of supermarkets?
- b In the future, do you think more or fewer people will produce their own food?

5 The sounds of English

- a Work in pairs. Read these sentences to your partner.

- 1 She's wearing brown shoes.
- 2 He never breaks his promise, does he?
- 3 My brother won the prize for being the brightest student.
- 4 The bright red car's your father's, isn't it?

- b Listen and repeat to check your pronunciation.



1 Match a-e with 1-5 and complete with the past perfect simple or continuous.

- | | |
|---|---|
| a Ali was exhausted when he arrived home yesterday. | 1 <input type="checkbox"/> She (watch) a funny film on TV. |
| b Sue was carrying two heavy bags. | 2 <input type="checkbox"/> He (play) with his friends and (fall) over. |
| c The little boy was crying and holding his leg. | 3 <input type="checkbox"/> She (do) the shopping at the supermarket. |
| d When we woke up this morning, the streets were wet. | 4 <input checked="" type="checkbox"/> a He <i>had been working</i> (work) hard all afternoon. |
| e When I saw Leila, she was laughing. | 5 <input type="checkbox"/> It (rain) during the night. |

2 Complete these sentences with the correct question tags.

- a Modern supermarkets are too big, *aren't they?*
- b You prefer small shops,
- c Some people don't go shopping every day,
- d The price of food has increased recently,
- e Everything in this shop is expensive,



3 Make sentences with questions tags on these subjects, then discuss your sentences in pairs.

street markets skyscrapers modern cities traffic

4 Complete the postcard with the correct pronouns.

- me you him her
it us them
- mine yours his
hers ours theirs
- myself yourself
himself herself
itself ~~ourselves~~
themselves

Hi Jo,

We're really enjoying **a** *ourselves* in Scotland, but the weather has been quite cold. Yesterday I wore my coat all day. Jane's braver than **b** She hasn't worn **c** all week. She says I should keep **d** warm by moving around. The hotel we're staying in is excellent. Friends recommended **e** to **f**

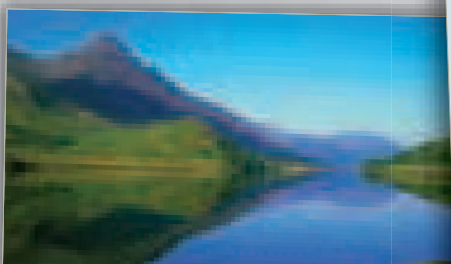
We hope everything is OK at home. Are my younger brothers behaving **g**?

Thanks for writing to **h** last week.

See **i** on Saturday.

Gemma

POSTCARD





The history of ice cream

1 Discuss in pairs.

- a Look at the different types of ice cream. Which do you like best?
- b Do you both like the same ones?

2 Before you read, do the following quiz in pairs.

- 1 When was snow and fruit juice first used for ice cream?
a 301-400 BC b 301-400 c 1301-1400
- 2 Where was it invented?
a In Italy. b In the USA. c In China.
- 3 When did the first English ice cream factory open?
a In 1892. b In 1922. c In 1952.

3 Read the article and check your answers to Exercise 2.

4 Complete the sentences with information from the article.

- a Ice cream was invented in China, where people mixed snow with fruit juice.
- b Ice cream was brought to Europe by who was from
- c One of Tom Wall's began making ice cream in
- d The owner of the factory was that his ice cream was so popular.
- e To get his ice cream to more people, he employed workers to
- f Italian people eat less ice cream than but more than

The Chinese invented ice cream in the fourth century BC, using only two ingredients: snow and fruit juice. Centuries later, the Italian explorer Marco Polo brought it back to Europe, where it was immediately popular. However, it was not until the 19th century that it was produced in large quantities by the American Jacob Fussell.

In the summer of 1922, Thomas Wall, who had been the owner of a food company for many years, decided that his factory in London would start to make ice cream. The public loved it and soon the factory was making 700 litres of ice cream a week. Thomas Wall had not been expecting his ice cream to be so popular. At first, the ice cream was sold only in shops, but then Thomas Wall had another good idea. He bought a lot of special bicycles and put boxes of ice cream on the front with an advertisement which said "Stop Me and Buy One". Wall's workers rode from street to street around London selling ice cream. By the late 1930s, there were 8,500 bicycles selling ice cream around Britain.

Ice cream is not only eaten where the weather is hot. People in cold countries love it, too. In 2002, people in northern Europe ate 14 litres each. It is surprising that the Italians, who are famous for their delicious ice cream, ate only nine litres each. However the people of New Zealand ate the most: 22 litres each, and the Chinese, who invented ice cream, ate only two litres!

1 Rewrite the following sentences so that they have the same meaning.

- a Ice cream was probably invented by the Chinese in the fourth century BC.
People think that the Chinese invented ice cream in the fourth century BC.
- b The Italian explorer Marco Polo brought ice cream back to Europe, where it was immediately popular.
Ice cream was immediately popular
- c It was not until the 19th century that ice cream was produced in large quantities.
Nobody produced
- d Thomas Wall had not been expecting his ice cream to be so popular.
The popularity of his ice cream
- e By the late 1930s, there were 8,500 bicycles selling ice cream around Britain.
By the late 1930s, people could

2 Discuss these questions in pairs.

- a Why do you think ice cream is so popular with so many people?
- b What other types of food are popular with large numbers of people?



Critical thinking

1 Answer the following questions.

- a Who brought ice cream to the West?
- b Where was Thomas Wall's ice cream factory?
- c How many bicycles were selling ice cream in Britain in the late 1930s?
- d Why do you think it took such a long time before ice cream was made in large quantities?
- e Can you think of any problems of selling ice cream from boxes on bicycles?
- f Why do you think people in cold countries enjoy eating ice cream?

2 Read this quotation from "The history of ice cream" and answer the questions.

- a Why do you think particular things are invented at particular times?
- b What important things first came from Egypt?
- c Are they still in use today? How have they changed?

The Chinese invented ice cream in the fourth century BC, using only two ingredients: snow and fruit juice. Centuries later, the Italian explorer Marco Polo brought it back to Europe, where it was immediately popular with people.

3 Discuss these questions in pairs.

- a Which 20th and 21st century inventions do you think are particularly important?
- b You and your partner are professional inventors. What would you like to invent? Think of something important that the world needs.

1 Look at the pictures and do the following.

- a** What are the items of food in the pictures?
b Put them in order from healthy (1) to unhealthy (8).



2 Now look at the pictures and compare your order with a partner, then discuss these questions.

- a** Why are these foods healthy/unhealthy? Use some of these words and phrases.

It's high/low in

carbohydrate/fat/
protein/salt/sugar.

It has a lot of

- b** What is the best way to give this information?

3 Look at the pictures and discuss these questions.

- a** Do you think food companies should tell people how much fat, protein, carbohydrate etc., is in their food?
b Which of these ways of giving information do you think is the best?



UNIT 13 Wise words

Listening

Objectives

Grammar Zero, first, second and third conditionals

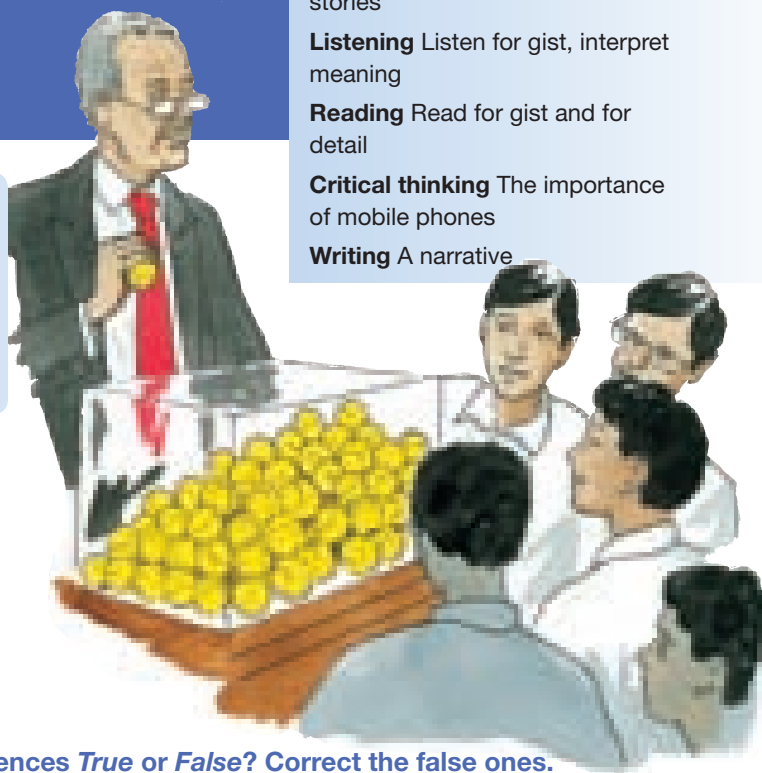
Functions Describe the morals of stories

Listening Listen for gist, interpret meaning

Reading Read for gist and for detail

Critical thinking The importance of mobile phones

Writing A narrative



- 1 Check the meanings of these words in your *Active Study Dictionary*.

ambition include
meaningless pour silent

- 2 Discuss these questions in pairs.

- a How do you spend your time on a school day?
- b Do you find it easy to plan how you spend your time?

- 3 Listen to an experiment. Are these sentences *True* or *False*? Correct the false ones.

- a The professor put a bag of tennis balls into a tank. *True*
- b The tennis balls filled the tank.
- c The golf balls fell between the tennis balls.
- d Next, the professor poured water into the tank.
- e The experiment proves that busy people can always do more things.
- f The professor compares the sand and water to watching TV and shopping.
- g The experiment proves that you must put the important things in your lives first.

- 4 Now discuss these questions in pairs.

- a "Now, many of the students smiled." Why did they smile?
- b What are the 'tennis balls' in your life?

DON'T FORGET
We do not always
pronounce words
that end in *s* with
the /s/ sound.

- 5 The sounds of English

- a Listen to these three ways of saying the ending of plural nouns and complete the table.

accountants adults ambitions catalogues civil engineers edges sentences spaces tanks	/s/ <i>accountants</i>	/z/ <i>ambitions</i>	/iz/ <i>edges</i>

- b Say the plural of these words to your partner.

1 Study these sentences from the listening text.

- a Underline the two verbs which form the conditional.
- b Say which tenses are used in each sentence. Is it the zero, first, second or third conditional?

1 If he had put any more water in, it would have come over the top of the tank.

If + past perfect + would + present perfect: Third conditional.

2 If we place all the tennis balls in the tank first, we will be able to put the other things in later.

3 If people cared too much about unimportant things, their lives would be meaningless.

4 If we place the tennis balls in first, they fit.



2 Look at sentences 1–4 above again. In which sentence (or sentences) does the speaker talk about:

- a an imagined action in the past?
- b an action which we think is possible in the future?
- c an action which we think will probably not happen in the future?
- d an action which is usually true?

3 Complete these sentences with the words in brackets.

- a If the professor had tried to put more tennis balls into the tank, (some/fall/the floor)
...some would have fallen on the floor.
- b If he hadn't moved the tank around, (golf balls/fall/bottom of the tank)
- c If you listen carefully to the professor, (you/hear/a lot of interesting ideas)
- d If you don't listen, (you/not learn anything)
- e If you worked harder, (you/get/higher marks)
- f If you work harder, (you/get/higher marks)

4 Discuss these questions in pairs.

- a If you wanted some advice about revising for an exam, who would you ask?
- b If you want some advice about your life, who do you talk to in your family?



1 Discuss in pairs.

- a What are the advantages and disadvantages of travelling by train, compared with driving or flying?
- b Tell each other about a train journey you remember.

2 Check the meanings of these words in your Active Study Dictionary.

announcement chat (v) conductor
inform paramedic regret

3 Read the story and answer these questions.

- a What was the problem on the train?
- b Why did one passenger thank another at the end of the story?

DON'T FORGET

We regret to inform you... is a more formal way to say We're sorry to tell you...

4 Complete these sentences about the story with a word or phrase.

- a The train was travelling from Cairo to Alexandria.
- b One of the passengers on the train used her mobile phone to
- c An ambulance and two paramedics were waiting at the station when
- d The ambulance took the ill passenger to hospital, where he
- e The man stayed in hospital for
- f When he came out of hospital, the man phoned the passenger who called the ambulance to

5 Discuss these questions in pairs.

- a What would have happened if the woman had not had a brother who was a doctor in Alexandria?
- b What would have happened if the passenger had not had her mobile phone?



Mobile phone saves a man's life

The fast train from Cairo was half an hour away from Alexandria. The passengers were **chatting**, sleeping, reading or listening to music when they heard this **announcement**: "We **regret to inform** you that one of our passengers is very ill. If there is a doctor on the train, please could he or she come to the front?"

Unfortunately, there was not a doctor on the train, but one of the passengers left her seat and went to the front, where the ill passenger was. She told the train's **conductor**, "My brother's a doctor in a hospital in Alexandria. I could phone him on my mobile and ask him to arrange for an ambulance to meet the train when it arrives."

"Thank you," said the conductor. "That's a very good idea."

The woman phoned her brother at the hospital and told him what had happened.

When the train arrived in Alexandria, the doctor was waiting with the ambulance and two **paramedics**. The ill passenger was taken to hospital, where he had to have an operation. A week later, he was better and left the hospital. The first thing he did when he got home was to contact the woman who had phoned for the ambulance.

"I want to thank you for saving my life," he said. "Without your call, I might have died."

"I was happy to help," said the woman. "My mobile phone has never been so useful!"

1 Read this quotation from the story and answer the questions.

"I want to thank you for saving my life," he said. "Without your call, I might have died."

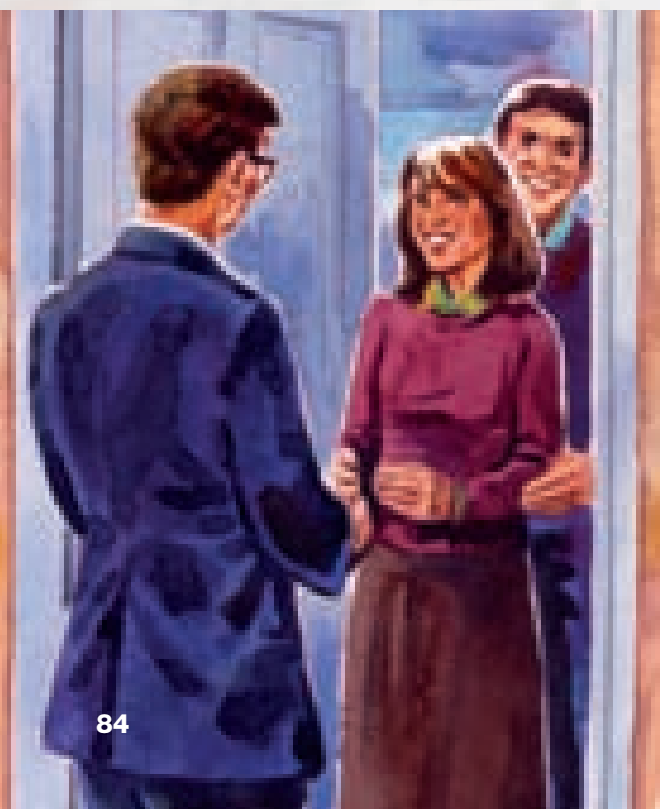
"I was happy to help," said the woman. "My mobile phone has never been so useful!"

- a** How had the woman passenger saved the other's life?
- b** How useful are mobile phones, do you think?



2 Answer the following questions.

- a** Where were the train passengers travelling from? *From Cairo.*
- b** What did the announcement ask for?
- c** Who did the woman passenger phone?
- d** How do you think the passengers felt when they heard the announcement?
- e** How do you think the conductor felt when the woman said her brother was a doctor in Alexandria?
- f** How could they have helped the ill passenger if the woman had not phoned her brother?

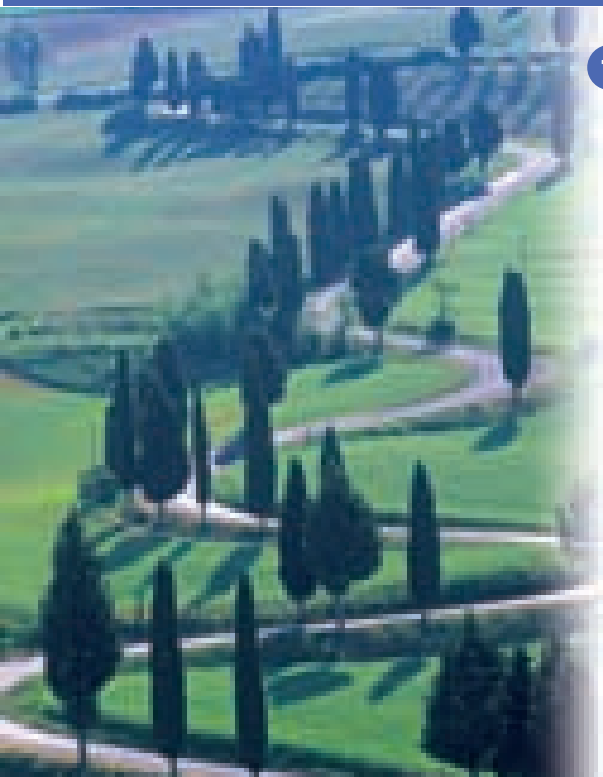


3 Choose one of the following morals for the story and discuss your choice with a partner.

- There should be a doctor on every train.
- Being a good neighbour can save lives.
- Technology can help save lives.

4 Discuss the following in groups of three.

- a** Think of situations in which you have helped with a problem. How did you feel?
- b** In what other ways can mobile phones be used in difficult situations?



1 Read these wise words and discuss what the sayings mean with a partner.

The road to success is not straight.

Good friends are hard to find, harder to leave, and impossible to forget.

Some people are lonely because they build walls instead of bridges.

It's not what you do that you should regret, it's what you don't do.

Life is not a race. It's a journey.

If you do good things in your life, you will be remembered for these things.

If you don't succeed, try, try and try again.

2 Choose one of the sayings above and think of a story to illustrate it. Your story can be:

- present day or historical.
- fact: about someone you have heard of or someone you know.
- fiction: a well-known story.
- a story you have thought of yourself.

3 Plan your story. Write notes about:

- the characters.
- what happened.
- the moral of the story.



4 Take turns to tell your story to a group of students.

- Talk for one or two minutes.
- When you have finished, answer questions from other students and discuss the moral of the story. Use this language.

Questions

- What is the story really about?
- What do you think the moral is?
- What do you think this story shows?
- I think the moral of this story is... Do you agree?

Answers

- It's really about...
- I think it's that...
- I'd say it shows that...
- Yes, I do./Not really. I think...

UNIT 14 King Solomon's Mines

Listening

Objectives

Grammar Prepositions after nouns, verbs and adjectives

Functions Ask for and agree to help people

Listening Listen for gist and for detail, guess the meanings of unknown words

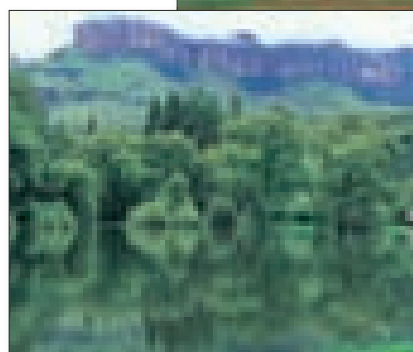
Reading Read to check what you know and for specific information

Critical thinking Why people's home countries are important to them

Writing An e-mail asking for help

1 Look at the pictures and discuss with a partner.

How do you think someone's life would change if they moved from England to South Africa?



2 Check the meanings of these words in your Active Study Dictionary.

civilisation reform (n)

3 Listen to a conversation between two students and answer the questions.

- Who are they talking about?
- What did this person do?
- Was he successful or not?

4 Listen again and match to make sentences about Rider Haggard.

- | | |
|---|---|
| a Rider Haggard's first job was | 1 <input type="checkbox"/> explorers found old civilisations in Africa. |
| b When he returned to England, | 2 <input type="checkbox"/> for a year. |
| c Before being a successful writer, | 3 <input type="checkbox"/> he got married. |
| d In some of his stories, | 4 <input type="checkbox"/> he worked as a lawyer. |
| e Rider Haggard spent only six weeks | 5 <input checked="" type="checkbox"/> in South Africa. |
| f <i>King Solomon's Mines</i> was popular | 6 <input type="checkbox"/> writing <i>King Solomon's Mines</i> . |

5 In pairs, guess the meanings of these words from the listening.

bestseller explorer poet

6 The sounds of English

- Listen to some compound nouns and underline the main stress.
- Now listen again and repeat the words. What do you notice about the stress?

- | | |
|-------------------|----------------|
| 1 <u>homework</u> | 4 bookshop |
| 2 website | 5 bathroom |
| 3 adventure story | 6 diamond mine |

1 Study these sentences from the listening text.

- a Underline the noun, verb or adjective and the preposition that follows it.
b Note what each underlined word is (**n** = noun, **v** = verb, **a** = adjective, **p** = preposition).

- 1 We have to find out about Rider Haggard. ...**v** + **p**...
- 2 He wasn't very good at school.
- 3 He didn't apply for university.
- 4 South Africa belonged to Britain at that time.
- 5 He was so keen on writing.
- 6 The explorers were looking for diamonds.
- 7 He helped in the reform of agriculture.
- 8 I'm interested in learning more about him.

DON'T FORGET

There are no rules about which prepositions follow nouns, verbs and adjectives. You have to note down and learn each phrase as you come across it.

2 Choose the correct prepositions. Check in your Active Study Dictionary.

- a A What's the main reason **for/with** the popularity **from/of** Rider Haggard's books?
B He was so good **at/for** writing exciting stories.
- b A Have Rider Haggard's books always been popular **by/with** readers?
B Yes. There's been an increase **in/about** sales in recent years.
- c A I knew he was famous **for/with** *King Solomon's Mines*, but I didn't know Rider Haggard's other stories.
B I'd never heard **from/of** him at all until last week.
- d A How many children did Rider Haggard and his wife have?
B They had four, but one of them died **of/with** a childhood disease when he was only ten.



3 Discuss in pairs using the red phrases in your answers.

- a Which subject are you most **interested in** at school? Are you **good at** this subject?
- b What environmental problem are you most **worried about**? What are the **causes of** this problem? What is the **answer to** the problem?
- c Which university course do you intend to **apply for** in the future?



- 1 Check the meanings of these words and phrases in your *Active Study Dictionary*.

adviser almost battle (n) eventually
fortunately (go) missing oppose trap (v)

- 2 Discuss in pairs.

- a Look at the pictures and remember the listening about Rider Haggard. What do you already know about *King Solomon's Mines*?
b Now read to see if you were right.

- 3 Choose the correct answer A, B, C or D.

- a Why is Sir Henry Curtis in Africa?
A To find diamonds.
B To meet Alan Quatermain.
C To find his brother.
D To go hunting.
- b Why don't the soldiers kill Sir Henry and his friends?
A They have guns.
B They believe they are their friends.
C The king wants to meet them.
D They are frightened of them.
- c Why did King Twala kill his brother?
A His brother was the king.
B His brother was a cruel man.
C He had strange and powerful forces.
D His brother was a criminal.
- d What relation is King Twala to Ignosi (Umbopa)?
A He's his father.
B He's his brother.
C He's his son.
D He's his uncle.

- 4 Discuss these questions in pairs.

- a What do you like or dislike about stories like *King Solomon's Mines*?
b Have you read any books or seen any films like this?
c Why do you think stories like this are so popular?



King Solomon's Mines



An Englishman, Sir Henry Curtis, is in Africa looking for his brother who has **gone missing** while searching for King Solomon's Mines. Alan Quatermain, an adventurer and hunter who has a map of the mines, agrees to help Sir Henry look for his brother. A young African, Umbopa, travels with them as their servant.

Walking across a desert, the group **almost** die of thirst, but **eventually** reach mountains. They cross the mountains into Kukuanaland, a country in a hidden valley. Soldiers from the country's army capture Sir Henry's group and are going to kill them, but suddenly become afraid when one of the Englishmen behaves strangely. Soon the Kukuanas believe that the men have strange and powerful forces.

The Englishmen are taken to King Twala, a cruel, violent man who kills anyone who **opposes** him.

1 Answer the following questions.

- What was Sir Henry Curtis's brother doing in Africa? *He was searching for King Solomon's Mines.*
- How did King Twala die?
- Where did they find Sir Henry Curtis's brother?
- Why do you think Alan Quatermain agreed to help Sir Henry Curtis?
- Why do you think King Twala sent his brother's wife and son into the desert to die instead of killing them?
- How do you think Umbopa/Ignosi felt about becoming king of his country?

2 Read this quotation from the story and discuss the questions.

They cross the mountains into Kukuaneland, a country in a hidden valley. Soldiers from the country's army capture Sir Henry's group and are going to kill them, but suddenly become afraid when one of the Englishmen behaves strangely. Soon the Kukuanas believe that the men have strange and powerful forces.

- What kind of strange behaviour might the soldiers have been afraid of?
- What does this quotation tell us about the relationship between white people and Africans at this time?
- Two other popular stories at this time were *The Lost World* and *The Land That Time Forgot*. Why do you think such stories about strange countries were so popular?

3 Read another quotation from the story and discuss these questions.

Ignosi tries to persuade Sir Henry and his friends to stay in his country. He offers them gifts and a home, but they tell him they must leave because they miss their own country. Ignosi says they will always be remembered in Kukuaneland.

- Why is it important to be tolerant of people whose way of life is different from our own?
- What can people of different nationalities learn from each other?



To become king, he killed his brother and sent his brother's wife and son Ignosi into the desert to die.

The servant Umbopa now tells the Englishmen that he is really Ignosi. Then, with his own soldiers and his English friends, he attacks the king's army. In the **battle** that follows, Twala is killed. Then, one of the old king's **advisers**, Gagool, takes the group to King Solomon's Mines, where they find rooms full of gold and diamonds. While they are looking at the treasure, Gagool escapes and **traps** the Englishmen in the mine without food or water. **Fortunately**, after a few days, they manage to get out of the mine, taking enough diamonds to make them rich.

The Englishmen say goodbye to the new King Ignosi and start their journey home. On their way, they stop at an oasis, where they find Sir Henry's brother.

1 Complete this e-mail from Aisha to her friend Leila.

busy collect could if morning ~~with~~

Leila
Can you help?

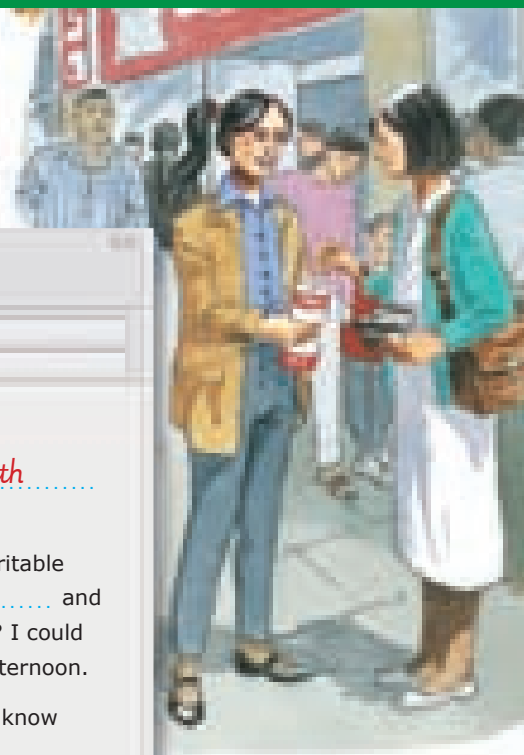
Hi Leila,

How are things with you? I wonder if you could help me **a** *with* something I have to do next week?

The thing is, I've promised to **b** money for a charitable organisation in the town on Saturday, but I'm really **c** and I can't spend all day in town. I don't suppose you could help me? I could collect money in the **d** if you could do it in the afternoon.

Please **e** you let me know as soon as possible? I know you'll help me **f** you can.

Love,
Aisha



2 In pairs, ask each other for help and answer using language from the box.

Asking for helping

- Please could you help me to ...?
- I wonder if you could help me with...?
- I can't (find ...). I don't suppose you could help me...?
- Would it be possible for you to help me...?

Agreeing to help someone

- Yes, of course...
- Yes, what's the problem?
- Yes. What would you like me to do?
- I'd be happy to help.

- a** You want your partner to help you find information about a writer.
- b** You need help with a computer problem.
- c** You do not understand some homework you have to do for tomorrow. Ask a friend to explain it to you.
- d** You have lost your watch. Ask a friend to help you look for it.

3 Discuss these questions in pairs.

- a** What kinds of things do you ask friends to help you with?
- b** What kinds of things do friends ask you to help them with?



15 Off the beaten track

Listening

Objectives

Grammar Passive verbs

Functions Persuade people and ask for information

Listening Listen for gist and for detail

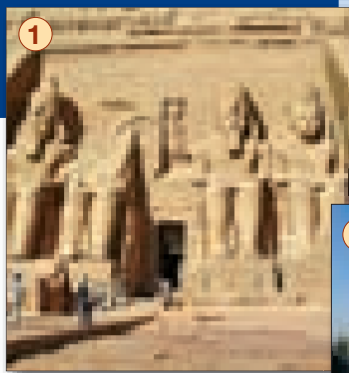
Reading Read for gist and for detail

Critical thinking Learning from the past

Writing Details for a poster

1 Look at the photos and discuss these questions with a partner.

- Where are these places? Do you know what they are called in English?
- What can you see there?



2 Check the meanings of these words and phrases in your Active Study Dictionary.

abandon	(off the) beaten (track)
inhabitant	settlement
spring (n)	supply (v)



3 Before you listen to a short talk, try to answer these questions.

- What is an oasis?
- What do you know about the Dakhla Oasis?

4 Listen to check your answers, then answer these questions.

- How many people live in Dakhla?
- Why do more people visit Dakhla now than in the past?

5 Listen again and complete these sentences.

- Dakhla is not like other oases because it is above sea level.
- Dakhla's water comes from
- People have lived in Dakhla for
- People living in the old houses did not get hot in the summer because
- It is not difficult to get to Dakhla as long as



6 The sounds of English

- Listen and underline the words you hear.
- Now listen and repeat the words.
- In pairs, take turns to say these phrases.

1	<u>way</u>	why
2	may	my
3	lake	like
4	race	rice
5	whale	while

- Why are you going that way?
- May I tell you about my holiday at the lakes?
- Don't eat rice before the race.
- After a while we saw a whale.

- Listen and check your pronunciation.

1 Study these sentences from the listening text and do the following.

- 1 It is known that people have lived in Dakhla for thousands of years.
- 2 The oasis is supplied with water that comes from more than 520 springs and ponds.
- 3 Before roads were built across the desert, hardly any visitors came to Dakhla.
- 4 Although most of the old part of the town has been abandoned, you can still see clearly what life was like.
- 5 The houses were designed to keep people cool and comfortable.

present simple

- a Circle the passive verbs and underline the active verbs in these sentences.
- b Write the tense of each passive verb.
- c In your notebooks, write who or what is the missing agent in each sentence. *Sentence 1: by everyone.*
- d Why are the agents not included in these sentences?

- e Now, in your notebooks, rewrite the sentences using active verbs, making any changes that are necessary. *Sentence 1: Everyone knows that people have lived in Dakhla for thousands of years.*

DON'T FORGET

The tense of the verb **be** tells you the tense of the passive verb it is part of.
The agent - who or what does the action - is often missing from passive sentences.

2 Rewrite these sentences in the passive using the underlined verb.

- a We know that people lived in Dakhla before they built roads across the desert.
It is known that people lived in Dakhla before roads were built across the desert.
- b People know that archaeologists have found a tomb near El-Minya.
- c People say that the building of the Temple of Edfu was started in 237 BC.
- d People believe that the El-Mursi Abu El-Abbas Mosque is the most beautiful mosque in Alexandria.
- e People think that Abu Simbel was a young boy who showed archaeologists where the Temple of Ramses was.

3 In pairs, make your own sentences about Egyptian history using these passive phrases.

It is said that... It is known that...
It is believed that... It is thought that...



- 1 Check the meanings of these words in your *Active Study Dictionary*.

landscape monastery site

- 2 Read and complete the article with the correct form of the words from Exercise 1.

- 3 Are these sentences *True* or *False*? Correct the false ones.

- a This article is about three places that most tourists to Egypt visit.
False. It is about three places that most tourists to Egypt do not visit.
- b St Catherine's Monastery was built 3,000 years ago.
- c The treasures in St Catherine's Monastery are protected by high walls.
- d Akhnaton intended Tel El-Amarna to be the capital of Egypt.
- e Today you can still see the temples, palaces and tombs at Tel El-Amarna.
- f The waterwheels at Fayoum took water from the fields down to the river.

- 4 Complete these sentences using the correct form of the words in brackets.

- a Water from the Nile is used for *irrigation*. (irrigate)
- b There are thousands of sites all over Egypt. (history)
- c from all over the world visit Egypt every year. (travel)
- d There are many buildings to see. (beauty)
- e The most sites in Egypt are the Pyramids of Giza. (fame)
- f The land around the Nile is very fertile. (agriculture)

Off the beaten track

Most travellers to Egypt visit the famous **a** *sites* in Cairo and Upper Egypt, but the country has many other interesting historical places. Here are three of them.



Sinai

A traveller once described Sinai as "thirty thousand square kilometres of nothing." In fact, Sinai has some of the most beautiful **b** in Egypt. It is also home to wildlife such as the fox and the wolf, just as it was 3,000 years ago. The **c** of St Catherine is located in the centre of Sinai. Built in the sixth century when the Romans were in Egypt, this is the oldest Christian monastery in the world. Its huge walls, which are 12–60 metres high, were built to protect its treasures.

El-Minya

The area around El-Minya contains tombs, temples and monasteries. One of the most famous sites in this area is Tel El-Amarna, which is 50 kilometres south of El-Minya on the east bank of the Nile. The Pharaoh Akhnaton built temples and palaces here because he wanted it to be the capital of Egypt. Today the temples and palaces have gone, but the tombs that were cut into the hills remain.



Fayoum Oasis

Fayoum Oasis is a very fertile agricultural area which is famous for its waterwheels. These were built in the third century BC and were designed to lift water from the river to the level of the fields where it was used for irrigation. There is a group of seven waterwheels to the north of the city.



1 Answer the following questions.

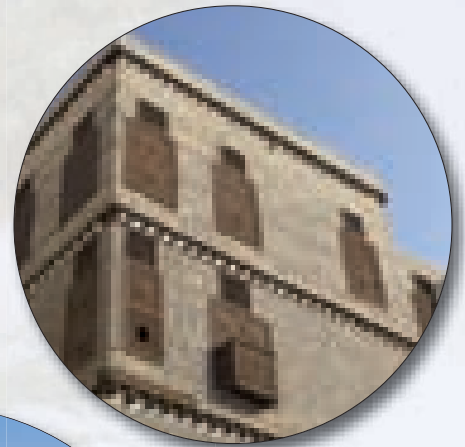
- a Which wild animals can be found in Sinai? *Foxes and wolves.*
- b How high are the walls around St Catherine's Monastery?
.....
- c Where are the tombs at Tel El-Amarna?
- d Which of the three places described do you think foreign tourists would find most interesting: Sinai, El-Minya or Fayoum Oasis? Why?
- e What is your idea of a beautiful landscape?
.....
- f What do you think has happened to the temples and palaces of Tel El-Amarna?



Roman Amphitheatre in Alexandria

2 Look at the photographs and discuss in pairs.

- a Why are people so interested in visiting historical places?
- b What can we learn about our ancestors by visiting places like those shown in the photographs?
- c Do you think visiting these places helps us to understand life today? Why/Why not?



The House of Mizouni in Rosetta



Hermopolis



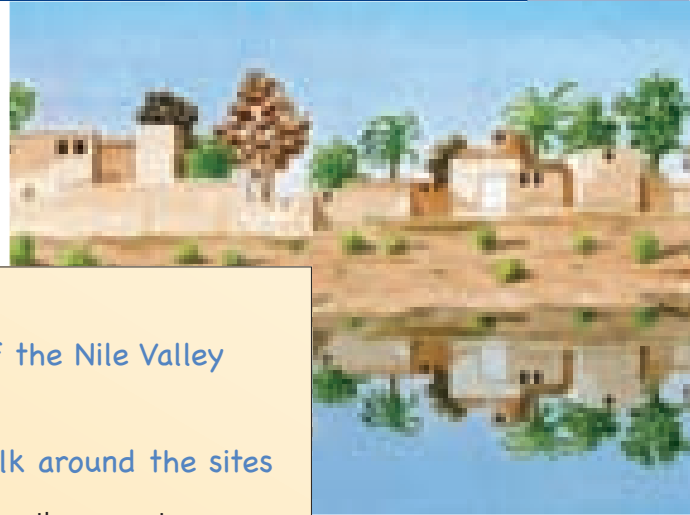
Workers village at Luxor

3 Discuss these questions in pairs.

- a What makes a place attractive to tourists?
- b Which places would you like to visit as a tourist in Egypt or in other countries? Why?
- c Would you prefer to see the popular sites or to get off the beaten track? Why?
- d Can we learn anything from places off the beaten track that popular sites cannot teach us?

1 Think about somewhere in Egypt that is off the beaten track and do the following.

- Choose a place you have read about in this unit or another place you know.
- Make notes about the place, like the sample.



1 The name and location of the place

The Dakhla Oasis, 350 km west of the Nile Valley

2 What you can see and do there

Traditional streets and houses, walk around the sites

3 How visitors can get to this place and where they can stay

By bus or taxi; hotels in Mut

4 The reason you are suggesting a visit to this place

Very different, so far away from towns and cities, can see how people lived in the past

2 Roleplay this situation.

Student A You are a travel agent. Try to persuade a tourist (Student B) to visit a place which is off the beaten track. Choose one of the places you have heard or read about in this unit or another place you know. Use language from the box below.

Persuading someone to do something

- I recommend (going to)...
- You really must (visit)...
- Can't I persuade you to (go to)...?
- It would be a pity if you didn't (see)...

Student B You are a foreign tourist. You are interested in visiting the popular tourist sites in Cairo, Luxor and Giza. You know nothing about places which are off the beaten track. When the travel agent (Student A) tries to persuade you to go to places, try to find out more about them. Use language from the box below.

Finding out more information

- Can you tell me more about...?
- What would I see there?
- What is special about...?
- How is... different from...?



Review E

Listening



1 Discuss these questions in pairs.

- a What can older people teach younger people?
- b Do some young people prefer not to take advice from older people? Why/Why not?

2 Listen to three conversations and answer these questions.

	Conversation 1	Conversation 2	Conversation 3
a Who are the two people in the conversation?	1 <i>granddaughter</i> 2	1 2	1 2
b What is the subject of their conversation?			

3 Listen again and match to make sentences.

- | | |
|---|--|
| a In the first conversation, the girl is worried about | 1 <input type="checkbox"/> he speaks in a different way and wears different clothes. |
| b The older woman compares the girl | 2 <input type="checkbox"/> should talk to different people about what they do. |
| c In the second conversation, the boy does not like the new student because | 3 <input type="checkbox"/> when he was 18 years old. |
| d The teacher suggests that the student | 4 <input checked="" type="checkbox"/> exams at school the next day. |
| e In the third conversation, the older man decided what to do | 5 <input type="checkbox"/> show the new student round the school. |
| f The older man suggests that the boy | 6 <input type="checkbox"/> to her own daughter (the girl's mother). |

4 Discuss in pairs.

What helpful advice have your parents, grandparents and teachers given you?

5 The sounds of English

- a Listen and complete these sentences.

- 1 His father's company has ... *offices* ... all over the world.
- 2 is my favourite month.
- 3 What will you do you're ?
- 4 Their house has large
- 5 do you want to know the to the ?

- b Say the sentences to a partner.

1 Choose the correct verbs in these conditional sentences.

- a I wouldn't go there alone if I **had been** were you.
- b If you leave ice in the sun, it **turns/would turn** to water very quickly.
- c If it hadn't been so hot, we **would play/would have played** tennis.
- d I'll tell Ali you are looking for him if I **see/saw** him.
- e If you **didn't warn/hadn't warned** me, I wouldn't have seen the car coming towards me.
- f You **won't/wouldn't** be able to climb so quickly if you take oxygen with you.



2 Complete the conversation with the correct prepositions.

at for from in on

- Tarek** I'm looking **a** for Ali's mobile phone number. I haven't heard **b** him for ages. Do you know it?
- Hassan** Sorry, no. Can't you remember it?
- Tarek** No, I'm terrible **c** remembering phone numbers.
- Hassan** You could try his work number. He works **d** the City Bank.
- Tarek** How long has he worked there?
- Hassan** For three days. He applied **e** the job last week and started on Monday.
- Tarek** I know he wasn't keen **f** his old job and I know he was interested **g** working for a bank. But that's really quick.
- Hassan** It is, isn't it?



3 Change these sentences into the passive.

- a They finished the Lighthouse of Alexandria in the third century BC. The Lighthouse of Alexandria was finished in the third century BC.
- b We know that a Greek artist made the Statue of Zeus in about 432 BC.
- c They completed the Temple of Artemis at Ephesus in 550 BC.
- d An earthquake destroyed the Colossus of Rhodes in the year 226 BC.
- e Giza as a tomb for the Pharaoh Khufu.

1 Look at the picture of Rider Haggard and discuss these questions in pairs.

- a** What do you remember about the writer?
b What sort of stories did he write?

2 Read this introduction to his book *She* and answer the questions.

She was written by Rider Haggard in 1887. It is still a very popular novel today and has been made into many films. It is about two Englishmen who meet an African woman who seems to never grow old – and she wants one of the Englishmen to be the same.



- a** In what ways do you think this story will be like *King Solomon's Mines*?
b Do you think the Englishman wants to stay young forever? Why/Why not?

3 Read this summary of the story and check your answers to Exercise 2.

She

Horace Holly, a Cambridge University professor, agrees to help a younger man, Leo Vincey, find out more about Vincey's ancestors. They discover some instructions written on an ancient pot which was left to Vincey when his father died. The instructions lead them to a remote part of the east coast of Africa.

After a long journey, they meet Ayesha, a beautiful and powerful woman who is loved by her people. But her people also fear her because they know she will punish anyone who she dislikes or who disagrees with her.

Holly and Vincey discover something very strange about Ayesha: many years earlier, she walked through a special fire which stopped her from growing old. More than 2,000 years before,

she became furious with her husband, Kallikrates, who then disappeared. She is now waiting for him to return.

As soon as she sees Leo Vincey, she believes he is Kallikrates who has come back to her. She tries to make Leo Vincey walk through the special fire so that he, too, will never grow old. When Vincey does not believe the story, Ayesha walks through the fire for a second time to show him what will happen. Suddenly, Ayesha changes and becomes her true age – over 2,000 years old.



4 Complete these sentences using information from the story.

- a** Rider Haggard wrote *She* in 1887.
b Horace Holly and Leo Vincey go to Africa because they want to
c The instructions they follow are written on
d If people disagree with Ayesha, she
e Ayesha will never grow old because many years before, she
f Ayesha believes that Leo Vincey is
g Vincey refuses to walk through the fire because he

1 Find words with the same meaning as the blue words below.

- a Rider Haggard was one of the **most popular** writers of the late 19th century. *best-selling*
- b Arabic is a **very old** language.
- c Some people **are afraid of** the dark.
- d I was **very angry** with myself for failing a test at school.
- e I can't wait for my sister to **come back** from her holiday.

2 Discuss this question in pairs.

Would you prefer to read *King Solomon's Mines* or *She*? Give your reasons.



Critical thinking

1 Answer the following questions.

- a Where were the instructions that Leo Vincey and Horace Holly followed?
On an old pot which Vincey's father left to him when he died.
- b What sort of a person was Ayesha?
- c What did Ayesha think when she first met Leo Vincey?
- d Why do you think Ayesha punishes people who do not agree with her?
- e What do you think Vincey feels when he realises that Ayesha believes he is her husband?
.....
- f What do you think Vincey feels when Ayesha asks him to walk through the special fire?
.....

2 Read this quotation from the story and discuss the questions.

- a Why do you think people want to find out about their ancestors?
- b What kind of information do you think most people want to know about their ancestors?
- c How far would you travel to find out about your ancestors? What would you like to know?

When Vincey heard that he might discover new information about his ancestors, he decided to travel to Africa to find out all he could. If Horace did not want to go with him, he would go alone.

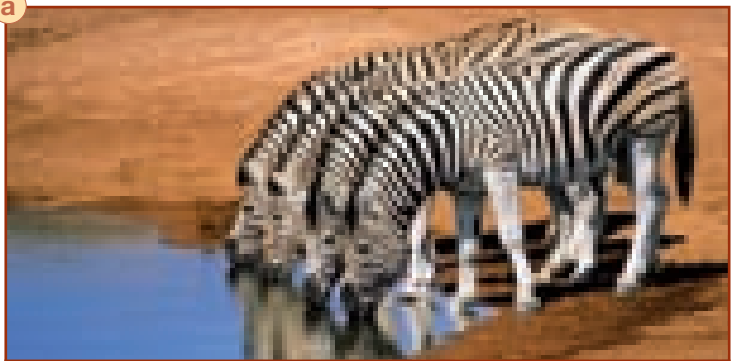
3 Discuss in pairs.

Why do you think stories like *King Solomon's Mines* and *She* are so popular even today?

1 Look at these photographs and descriptions of holiday destinations.

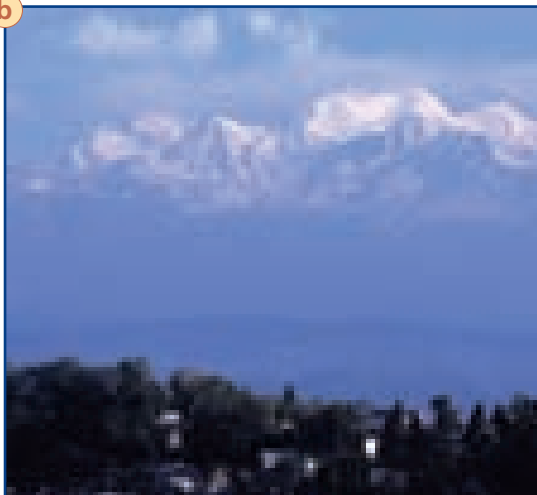
- a** Discuss with a partner what you could see and do in each place.
- b** Decide which place you would prefer to visit for a holiday.

a



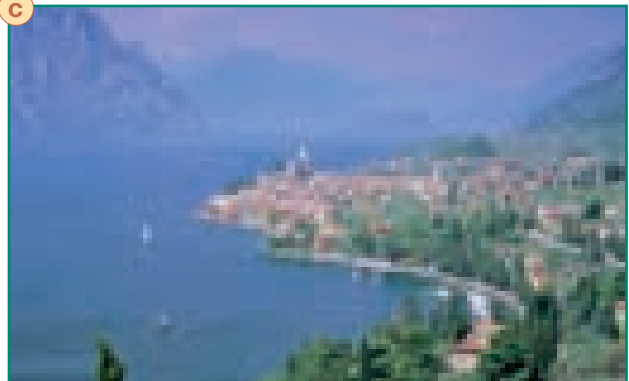
South Africa has blue skies and wonderful coasts. Come here to see wild animals in their natural environment.

b



Northeast India has many ancient traditions and beautiful landscapes. It does not have too many tourists.

c



The Italian lakes are near the mountains so the water is fresh and clean. Go sailing and walking in this relaxing environment.

2 Roleplay this situation with a different partner.

Student A Try to persuade your partner to go with you to the place you have chosen in Exercise 1. Use some of this language.

- I recommend going to...
- Why don't we...?
- It would be a pity not to...

Student B Ask questions to find out more about the place your partner suggests, then decide where to go.

- What would we see/do in...
- What's special about...?
- Tell me more about...



UNIT 16 Tourism today

Listening

- 1** Look at the map showing popular tourist sites. Discuss these questions with a partner.



- Which do you think are the five most popular places with tourists?
- What can tourists see and do in these places?
- What other places would you suggest adding to the map?

- 2** Check the meanings of these words in your *Active Study Dictionary*.

accommodation culture essential
pretend reputation staff

- 3** Three people talk about tourism. Listen and match each speaker with only one of these descriptions.

- ☐ He or she works in London.
- ☒ He or she is visiting Egypt with his or her family.
- ☐ He or she is the manager of a large hotel.
- ☐ He or she is a travel agent.

- 4** Listen again and match each speaker with only one of these ideas.

- ☐ He or she has visited Egypt many times before.
- ☐ He or she sometimes goes on visits with tourists.
- ☒ He or she has been interested in Egypt since he or she was very young.
- ☐ He or she has discovered a lot about life in Egypt in a short time.

Objectives

Grammar Modal verbs of obligation *have to, must, need to*

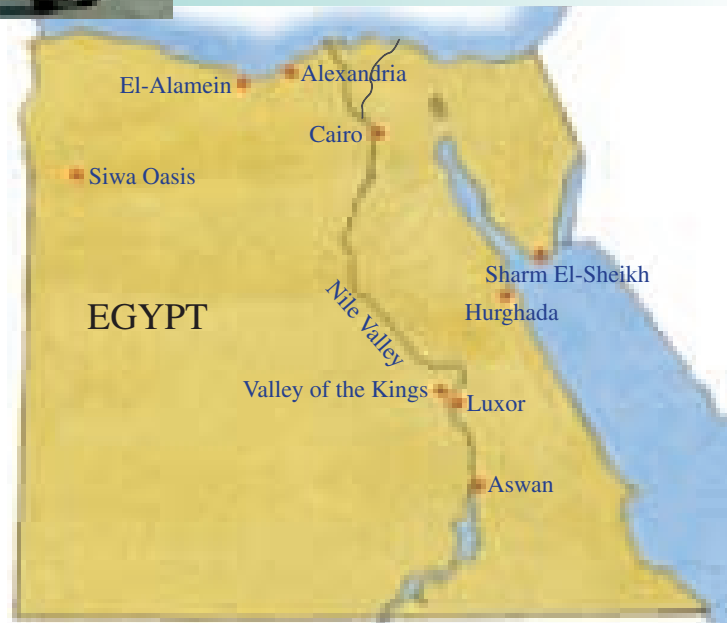
Functions Compromise and come to agreements

Listening Listen to identify speakers and to interpret information

Reading Read for specific information, guess the meanings of unknown words

Critical thinking The importance of tourism

Writing A formal e-mail



- 5** Discuss these questions in pairs.

- Would you like to work in tourism? Why/Why not?
- What do you think these phrases from the listening text mean?
 - I want to make sure customers are getting **value for money**.
 - We don't need to get up early. We can just **take it easy**.

- 6** The sounds of English

- Listen and circle the part of each word which has the main stress.

customer essential fantastic
important interesting manager
relaxing university

- Listen again and repeat the words correctly.

1 Study these sentences from the listening text and circle the modal verb phrases.

- a My children have to study ancient history at school next year.
- b We must buy souvenirs for our friends while we're here.
- c My staff and I have to work 12 hours a day for six days a week.
- d At other times it's quieter – we don't have to work such long hours.
- e We don't need to get up or go to bed at particular times.
- f We mustn't forget that tourism is very important for Egypt.

2 Answer these questions and give examples from Exercise 1.

- a Which two verbs can we use to refer to something that is not necessary?
don't have to/don't need to, e.g. sentences d and e.
- b Which verb do we use when we cannot choose whether or not to do something?
- c Which verb do we use to express strong feelings or wishes?

3 Choose the correct modal verbs in these sentences.

- a I have to/must get up very early on school days.
- b I have to/must phone my friend this evening. I promised him I would.
- c In some countries, children **mustn't/don't need to** wear school uniform.
- d You **mustn't/don't have to** drive fast in the city centre. It's very dangerous.
- e We **mustn't/don't have to** give our homework to the teacher until next week.

4 Look at the picture and answer the questions using the passive.

- a These two engineers are planning to build a new tourist hotel on this site. What do they have to do?
These old buildings have to be knocked down.
- b What needs/does not need to be done?
The trees don't need to be cut down – they can be part of the hotel garden.



- 1 As you read this article, guess the meanings of the bold words and phrases.

- 2 Choose the correct answer from A, B, C or D.

DON'T FORGET

Use the words before and after a new word to help you to guess its meaning, e.g. a **fixed price** = price which cannot change because it has been agreed on.

- a A **package tour** is
 A a long journey to a place tourists do not usually visit.
 B a holiday which is planned by a company for tourists.
 C a tour to more than one country.
 D a holiday in more than one city.
- b Countries on the Mediterranean coast have
 A fewer people living there during the summer than during the winter.
 B more people living there during the winter than during the summer.
 C as many people living there during the summer as during the winter.
 D more people living there during the summer than during the winter.
- c The writer's opinion of the disadvantage of mass tourism is that
 A tourists take photographs of local people whether they like it or not.
 B tourists often make too much noise.
 C too many tourists can make towns and cities very crowded.
 D tourists do not spend enough money in the shops.
- d The last paragraph of the article says that in future,
 A travel agents believe that millions more tourists will come to Egypt.
 B there will be enough hotels for the tourists who come to Egypt.
 C new tourists will not come to Egypt if there are not more golf courses.
 D fewer tourists will come to Egypt because of pollution and traffic.

- 3 Discuss this question in pairs.

As a tourist, would you prefer to visit very well-known places like Sharm El-Sheikh or Paris, where there are thousands of other tourists, or places that are off the beaten track and not so crowded?



Tourism today

People have visited Egypt ever since Greek and Roman times, but modern tourism began when an Englishman, Thomas Cook, arranged the first **package tour** in 1841. Package tours are holidays arranged by a travel company which include travel, accommodation and sometimes meals for a **fixed price**.

Mass tourism as we know it today first became popular in the 1960s, when air travel became cheaper, and today tourism is a huge business. Millions of holiday-makers are carried by air to **destinations** all over the world. Countries on the Mediterranean **coast** alone attract 100 million tourists every summer!

Countries make a lot of money out of tourism, but there are also disadvantages. For example, every minute of every day, about one hundred Europeans visit Notre Dame cathedral in Paris. Their feet **wear away** the stone floors. The buses waiting for the tourists produce pollution that damages the outside of the building.

During the tourist season, many of the world's great cities are very difficult to live in. Try ordinary food shopping in Prague or Florence in the middle of summer! Tourists with cameras block your way. Shopping is impossible!

For Egypt, tourism is the second most important earner of foreign **currency** after oil. The tourist industry employs thousands of people such as travel agents, hotel staff and building workers. Egyptian travel agents think that by the year 2017, sixteen million tourists will visit Egypt each year, compared to the nine million who visited in 2006. If this happens, new hotels and roads will have to be built and new parks and resorts will need to be planned.

1 Answer the following questions.

- a What nationality was Thomas Cook? *He was English.*
- b How do visitors to Notre Dame in Paris damage the building?
- c How many foreign tourists visited Egypt in 2006?
- d Why do you think package tours became so popular?
- e Why do you think so many tourists visit countries on the Mediterranean coasts?
- f Why do you think air travel became cheaper?

2 Read this quotation from the article and discuss the questions.

- a How was tourism before the 1960s different from tourism today?
- b What are the good and bad effects of cheap air travel?
- c Tourism brings foreign currency into a country. What other advantages are there for a country and its people?
- d What makes particular tourist destinations popular? Think of three or four reasons.

Mass tourism as we know it today first became popular in the 1960s, when air travel became cheaper, and today tourism is a huge business. Millions of holiday-makers are carried by air to destinations all over the world.

3 Read the short news report, then discuss the questions in pairs.

- a What would you think if you read this news story in your local newspaper?
- b Which groups of people would welcome this news? Why?
- c Which groups may not be very happy about the new hotel? Why?
- d What kind of foreign tourists do you think would stay in this hotel?

Five-star hotel opening next summer

A large international hotel group has plans to open a five-star hotel on the outskirts of our town next summer. The manager of the new hotel is now the manager of a small hotel in Greece, but it is believed that between one and two hundred new staff will be needed when the hotel opens. There will be work for accountants, managers, trained cooks, waiters and cleaners.

The new hotel is expected to attract thousands of foreign tourists to our town every year.



1 Discuss these questions in pairs.

- a What kinds of damage can tourists do to the culture and environment of a country they visit? Give some examples.
- b Tourism which does not cause damage to the culture or an environment is called ecotourism. Do you know any examples of ecotourism in Egypt? How popular is it? How is it different from other kinds of tourism?

2 Roleplay the following.

Student A You want to take it easy. You are not really interested in culture or the environment.

Student B You are an ecotourist. You will only choose a holiday if it helps local people and does not damage the environment.

Student C You are very interested in the local culture of the places you choose for your holiday.

- a Look at these three advertisements and choose the holiday you would most like to go on. Before you decide, think about the following:

- the effects of your visit on the environment and culture of the place.
- who or what will benefit from your visit.
- who or what may be damaged by your visit.

- b You would like to go on holiday with your two partners. Tell your partners about your choice and give your reasons. Try to agree on which holiday to choose. Use some of the language below.

- I'd prefer to go to..., but I'm happy to go to... instead.
- I'd like to go to..., but it's probably better to go to...
- Do we all agree? So we're going to...?
- That's good – we all agree.




Spend a week in Nepal



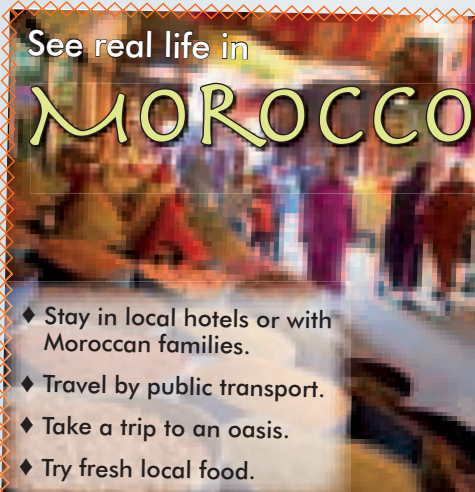
- Each tour has only ten people.
- Stay with a Nepalese family and share their food.
- See wildlife in its natural environment.
- Walk or go horse-riding.

Welcome to our five-star hotel



Enjoy international cooking at its best!
Visit all the popular tourist destinations.
Travel in our own air conditioned buses.

See real life in MOROCCO



- ◆ Stay in local hotels or with Moroccan families.
- ◆ Travel by public transport.
- ◆ Take a trip to an oasis.
- ◆ Try fresh local food.

17 Jurassic Park

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.

anthropology **award** (v) **cautionary tale**
director **interfere** **producer** **remarkable**

Objectives

Grammar Passive verbs

Functions Compare and contrast ideas

Listening Listen for gist and for detail

Reading Read for gist and for specific information, guess the meaning of unknown words

Critical thinking The advantages and disadvantages of scientific research

Writing An informal e-mail



- 2 As you listen to a talk about the writer Michael Crichton, answer these questions.

a As well as writing, which of these jobs did Michael Crichton do?

☐ Film director ☐ Medical doctor ☐ School teacher ☐ TV producer

b What was Michael Crichton's most famous book? When was it written?

- 3 Listen again and choose the correct answer from A, B, C or D.

a How many books did Michael Crichton sell?

A 50,000 B 150,000 C 1,500,000 **D 150,000,000**

b What did Crichton train to be?

A a doctor B a film director C a TV producer D a writer

c When was Michael Crichton born?

A 1932 B 1942 C 1952 D 1969

d Where did he teach anthropology?

A Chicago B Harvard C Cambridge D London

e What is *The Andromeda Strain* about?

A global warming B space travel C diseases from space D genetic engineering

f Which story is about genetic engineering going wrong?

A *Jurassic Park* B *The Andromeda Strain* C *State of Fear* D *Rising Sun*



- 4 Discuss this question in pairs.

Which of the problems described in Michael Crichton's books is most serious? Give your reasons.

- diseases from space
- genetic engineering which goes wrong
- global warming

- 5 The sounds of English

a Listen and repeat how to say lists.

- 1 Michael Crichton was a doctor, a TV producer, a film director and a writer.
- 2 I play tennis, football, golf and squash.
- 3 I drink water, milk, orange juice and tea.

b Make a list of your own likes and say it to your partner.

1 Study these sentences from the listening text and do the following.

- 1 Humans can be affected by science experiments which go wrong.
- 2 He went back to Harvard to be trained as a doctor.
- 3 Crichton was awarded a prize for one of these early novels.
- 4 He wrote about science and scientific problems in a way that could be understood by ordinary people.
- 5 Crichton writes about humans who are infected by germs from space.

DON'T FORGET
Intransitive verbs do not have objects (or agents) and cannot be used in the passive form.

- a Underline the passive verbs and circle the agent if it is included.
- b In which sentences are the infinitive forms of the passive used?
- c Why is it impossible to change this sentence into the passive?
Michael Crichton died in 2008 at the age of 66.

2 Rewrite the sentences in Exercise 1 using active verbs.

- a Science experiments which go wrong can affect humans.
- b He went back to Harvard, where
- c They
- d He wrote about science and scientific problems in a way that
- e Crichton writes about germs

3 Rewrite these sentences using passive verbs where possible.

- a You can find information about genetic engineering on the internet.
Information about genetic engineering can be found on the internet.
- b Scientists often use language that is too difficult for ordinary people.
- c Michael Crichton wanted to write about global warming in a way that ordinary people could understand.
- d This is one of the reasons why he wrote *State of Fear*.
- e In the same way, *Jurassic Park* introduced many people to the dangers of genetic engineering.

4 Discuss these questions in pairs.

- a Have you ever been awarded a prize for doing something well?
- b In what good or bad ways can humans be affected by science?



- 1 Use your *Active Study Dictionary* to check the meanings of these words.

produce

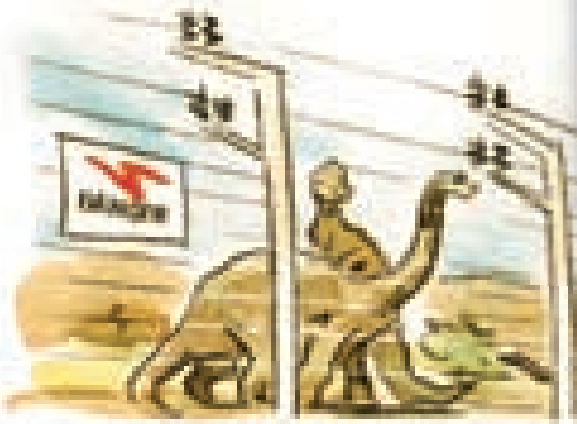
fence (n)

set up (v)

survivor

- 2 Discuss in pairs.

- a Look at the pictures and remember the listening about Michael Crichton. What do you already know about *Jurassic Park*?
b Read the story to see if you were right.



Jurassic Park

The story begins with reports of attacks by strange animals on Isla Nublar, an island in the Pacific Ocean off the coast of Costa Rica. Alan Grant, a paleontologist (a scientist who studies prehistoric forms of life), and a student, Ellie Sattler, are taken to the island by its owner, the **billionaire** John Hammond, to visit a special park which he has **set up** there.

When they arrive, they find that the park is inhabited by dinosaurs which have been **produced** by genetic engineering. The animals are kept safely behind electric **fences** and cannot escape. But then one of the scientists who works at the park turns off all the **alarms** so that he can steal some dinosaur eggs to sell to another organisation. While the electricity is off,

- 3 Read the story again. Are these sentences *True* or *False*?

Correct the false ones.

- a The story takes place in mainland Costa Rica.
False. It takes place on an island off the coast of Costa Rica.
b Alan Grant and Ellie Sattler are paleontologists.
c When Alan Grant arrives, the dinosaurs cannot escape.
d One of the workers helps the dinosaurs to escape from the park.
e Before planes destroy the park, Alan Grant is put in prison.
f Some of the dinosaurs escape from the island and reach mainland Costa Rica.

- 4 Answer the questions to help you guess the meanings of these words from the story.

- a **alarm** What does an alarm clock do? Why do some buildings have fire alarms?
b **billionaire** What does *billion* mean? What would John Hammond need to produce dinosaurs and start a new park?

- 5 Discuss this question in pairs.

If you had the chance to visit Jurassic Park, would you go? Why/Why not?



some of the dinosaurs escape and start attacking and killing humans. Alan Grant and a group of children he is looking after are lost on the island and are in great danger.

Scientists and engineers try to make the park safe again, but it is too late. Some of the most dangerous dinosaurs have escaped and are on a boat that is sailing towards the **mainland** of Costa Rica.

To avoid more damage, the park is destroyed by planes from Costa Rica. Then some of the **survivors**, including Alan Grant, are put in prison for putting people's lives in danger. Later, it is reported that a pack of unknown animals is eating crops and attacking animals in Costa Rica.

This is the end of *Jurassic Park*, but the story continues in Michael Crichton's next novel, *The Lost World*.



1 Answer the following questions.

- Who is John Hammond? He is the billionaire who started the park.
- Why does one of the scientists at the park turn off the alarm system?
- Why is Alan Grant put in prison?
- Why do you think someone wanted to produce genetically engineered dinosaurs?
- Why do you think someone wanted to steal dinosaur eggs?
- What do you think the pack of unknown animals at the end of the story refers to?

2 Read this quotation from the story and discuss the questions.

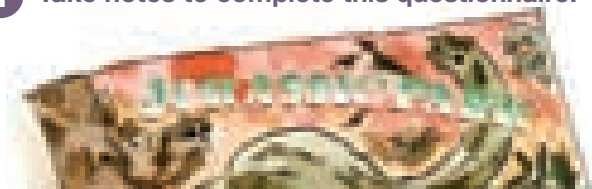
- Do you think that it is possible for scientists to produce dinosaurs by genetic engineering? Why?/Why not?
- Do you believe that it is right for scientists to produce types of animals, like dinosaurs, that are no longer living naturally?
- If there was a zoo which kept animals like this, do you think many people would want to visit it? Why?/Why not?

When they arrive, they find that the park is inhabited by dinosaurs which have been produced by genetic engineering. The animals are kept safely behind electric fences and cannot escape.

3 Discuss these questions in pairs or small groups.

- Can scientific research help us to understand the past and make improvements for the future? Give some examples.
- Jurassic Park* is a science fiction story, but does it describe any real dangers related to genetic engineering?

1 Take notes to complete this questionnaire.



Films	Books
<p>1 What kinds of films do you most enjoy?</p> <p><i>Adventure films</i></p>	<p>1 What kinds of books do you most enjoy?</p> <p><i>Historical novels</i></p>
<p>2 Where do you prefer to see films, at home or at the cinema?</p> <p></p>	<p>2 When and where do you like reading books?</p> <p></p>
<p>3 What was the last film you saw?</p> <p></p>	<p>3 What was the last book you read?</p> <p></p>
<p>4 What did you enjoy about it?</p> <p></p>	<p>4 What did you enjoy about it?</p> <p></p>
<p>5 What did you not like about it?</p> <p></p>	<p>5 What did you not like about it?</p> <p></p>

2 Compare your questionnaire answers with your partner.

- Compare books you have both read or films you have both seen.
- Compare a book and a film that has been made of the same book.
- Compare books and films in general, using the language below.



- I think that
- In my opinion,
- If you ask me,
- It's a fact that

films are more exciting than books.
 films can't include the details of books.
 the film wasn't as good as the book.

- Compared to books, films are really fast moving.
- You can't compare books and films. Books are much more/less interesting.
- There's no comparison. Films are much more/less exciting.

UNIT 18 Global issues

Listening

Objectives

Grammar Modal verbs describing ability/possibility and permission

Functions Asking for permission

Listening Listen for gist, identify points of view

Reading Read for detail and inference

Critical thinking Taking responsibility for global problems

Writing An essay about climate change

1 Look at the pictures and discuss these questions in pairs.

- What global problems do these photographs show?
- How serious do you think these problems are?

2 Check the meanings of these words in your *Active Study Dictionary*.

ban (v) demand (n) dependence hunger reduce run out of

3 Listen to a conversation between two students and answer the questions.

- Do they believe that there are answers to global problems?
- What do they suggest?

4 Listen again and complete with the correct form of the words from Exercise 2.

- Azza suggests cars could be banned from cities.
- There would be less for oil if people travelled by public transport.
- The two students believe that this would global warming.
- The world's on oil and gas would be reduced if we used more energy from the wind and the sun.
- The two students agree that world's most serious problem is

5 Work in pairs. Which of the following students' suggestions do you agree with? Why?

- "They are all problems we can solve."
- "Countries can't do much on their own."
- "There's plenty of food in the world."
- "We could end hunger if we thought it was important enough."

6 The sounds of English

a Listen and tick the word you hear in each pair. (The second sound in these diphthongs is *schwa* /ə/.)

b Now listen and repeat the phrases that use these words.

1	here	<input type="checkbox"/>	hair	<input type="checkbox"/>
2	air	<input type="checkbox"/>	ear	<input type="checkbox"/>
3	fair	<input type="checkbox"/>	fear	<input type="checkbox"/>
4	we're	<input type="checkbox"/>	wear	<input type="checkbox"/>
5	chair	<input type="checkbox"/>	cheer	<input type="checkbox"/>

- 1 Check the meanings of these words in your *Active Study Dictionary*.

ability permission possibility



- 2 Study these sentences from the listening text and answer the questions.

- 1 These are problems we can solve. **A**
- 2 We could ban cars from cities.
- 3 In some places, people can't use their cars every day.
- 4 If your number ends in two, you can only drive on Mondays.
- 5 There are cars which can use electricity.
- 6 There's plenty of food. We can feed everyone.
- 7 We could end world hunger if we thought it was important enough.

- a Underline the sentences with a form of *can* and its verb.
- b Is the meaning of the underlined phrase ability (**A**), possibility (**PO**) or permission (**P**)? Write **A**, **PO** or **P**.

- 3 Do the underlined verbs in these sentences tell us about ability (**A**), possibility (**PO**) or permission (**P**)? Do they refer to the past, the future or any time?

- a By the age nine, I could swim 100 metres, but I couldn't go swimming on my own. **A + P, past**
- b I can't see very well without glasses.
- c In my country, you can't go on public roads until you are 18, even if you can drive.
- d We could run out of oil in the next 20 years.
- e You can borrow my car tomorrow as long as you drive carefully.
- f A hundred years ago, many people couldn't read or write.

- 4 Discuss these questions in pairs.

- a What can happen if there are too many cars in city centres?
- b What could happen if climate change gets worse?



- 1 Use your *Active Study Dictionary* to check the meanings of these words and phrases.

atmosphere carbon dioxide erupt
greenhouse effect melt

- 2 Before you read the article, discuss these questions in pairs.

- a The temperature of the earth's surface is getting hotter. What are the reasons for this?
- b How could this affect the world?

- 3 Read "How hot can the earth get"? and check your answers to Exercise 2.

- 4 Choose the correct answers from A, B, C or D.

- a The earth's surface temperature is increasing because
 - A of increases in sea level.
 - B oxygen is escaping into the atmosphere.
 - C more trees are being grown.
 - D of greenhouse gases like carbon dioxide.
- b Trees are important because they
 - A keep the earth cool.
 - B take in carbon dioxide and produce oxygen.
 - C protect the earth from the sun.
 - D take in oxygen and produce carbon dioxide.
- c Scientists say that if the earth's surface temperature increases by two degrees,
 - A some places will disappear under water.
 - B some places will be flooded.
 - C there will be more rain.
 - D more volcanoes will erupt.
- d The writer says that the best way for individuals to help solve the problem is to
 - A stop cutting down trees.
 - B produce more carbon dioxide.
 - C use less electricity and fuel.
 - D drive electric cars.

- 5 Discuss this question in pairs.

What might happen in Egypt if global warming continues?



How hot can the earth get?

Most people now accept the fact that the world's climate is changing. But why is this happening and what can we do about it?

Scientists believe that there are a number of natural reasons for climate change. One could be changes in how much heat we get from the sun. Another could be volcanoes. When a volcano **erupts**, it sends dust into the **atmosphere**. This stops some of the sun's light and can make our climate cooler.

We have also been adding gases like **carbon dioxide** to the atmosphere. These greenhouse gases stop heat escaping, which increases the earth's temperature. This is called the **greenhouse effect**. The carbon dioxide in the atmosphere is increasing mainly because we burn fuels such as oil and gas. The fact that we continue to destroy the rainforests (which take in carbon dioxide and produce oxygen) makes matters worse. If the carbon dioxide in the atmosphere continues to increase, scientists believe that by 2050, the temperature of the earth's surface could go up by 2°C.

How will global warming affect the world? It is now known that the ice at the Arctic and the Antarctic is **melting**. If this continues, sea levels will rise and some parts of the world will be flooded, making many people homeless.

So what can be done? Countries must stop destroying the rainforests and produce less carbon dioxide. And, as individuals, we must all reduce the carbon dioxide we produce. This can be done by people using cars only when they have to or by turning down air conditioning in the summer.

1 Answer the following questions.

- What happens when a volcano erupts? *It sends dust into the atmosphere.*
- What is the main reason for the increase in carbon dioxide?
- What is happening to the ice in the Arctic and the Antarctic?
- Why do you think the climate is changing more quickly than in the past?
- How do you think we can help people who live in parts of the world which may flood in the future?
- Should people be worried about climate change? Why/Why not?

2 Read this quotation from the article and discuss the questions.

- Why are rainforests being cut down?
- What is the land used for after the trees have gone?
- How can countries be persuaded to stop cutting down the rainforests?
- Do you think people should turn down their air conditioning? Why?/Why not?
- What do you think would persuade people to travel by public transport more often?

So what can be done? Countries must stop destroying the rainforests and produce less carbon dioxide. And, as individuals, we must all reduce the carbon dioxide we produce. This can be done by people using cars only when they have to or by turning down air conditioning in the summer.

3 Discuss these questions in pairs or small groups.

- Look at the following pictures. Which do you think could be used as a fuel for cars?



- Do you think petrol, oil and gas will be our main fuels in the future? What other forms of energy could we use?

Project 3 Complete a survey on climate change.

Situation

You and your partner are going to find out people's opinions on climate change and what can be done about it. Before you begin, do the following.

1 Listen and complete these conversations.

- a **A** I'm doing a project on climate change.
..... *Can* I ask you some questions?
B Yes, of
- b **A** I'm doing a project on traffic in cities. Would you
..... answering some questions?
B No, that's
- c **A** I'm doing a project on people's driving habits. I
wonder if I ask you some questions?
B No, I'm, I'm very busy at the moment.

2 Discuss these questions in pairs.

- a Which of A's questions is most formal?
- b Which of A's questions is most friendly?

3 You are going to ask people about their opinions on climate change.

- a Decide what subject related to climate change you can ask questions about, e.g.
- What individuals can do.
 - What towns or cities can do.
- b Write down three questions you can ask on the subject you have chosen, e.g.
- Could you travel by public transport more often?
 - Could you use less electricity at home?

4 Now work with two other students.

- a Take turns to ask each other your questions.
- b Make a note of the answers your partners give you.

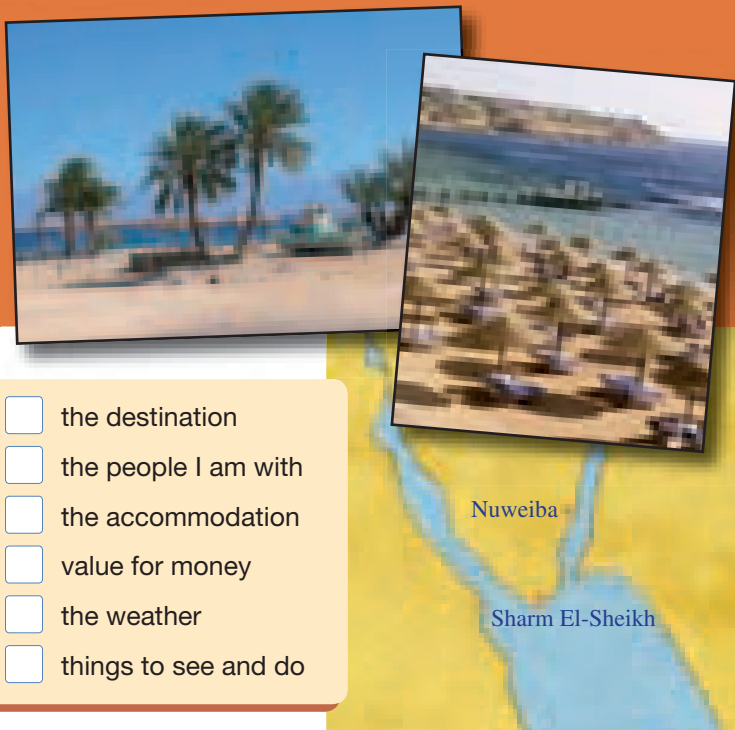
5 Work in different pairs.

- a Tell your partner the answers the other students gave to your questions in Exercise 4.
- b You have been asked to write about solving the problem of climate change. Discuss some ideas that you can include.



Review F

Listening



1 What are the most important things when you go on holiday?

a Put the following in order of importance for you (1 = the most important).

b Compare your list with another student. Could you spend a holiday together, or are your ideas too different?

- ☐ the destination
- ☐ the people I am with
- ☐ the accommodation
- ☐ value for money
- ☐ the weather
- ☐ things to see and do

2 Listen to two families trying to decide where to go on holiday and answer the questions.

a Where does each family decide to go? 1 Alexandria 2

b When are they going to go? 1 2

3 Listen again and match to make sentences.

- | | |
|--|--|
| a The woman is worried | 1 <input type="checkbox"/> for a long time. |
| b Before the couple can make their final plans, | 2 <input type="checkbox"/> more people want to go on holiday at that time. |
| c The woman suggests going on a package tour because | 3 <input type="checkbox"/> the man will have to ask permission from his manager. |
| d Mr and Mrs Ibrahim have not been to England | 4 <input type="checkbox"/> these are usually cheaper. |
| e They can't go on holiday in June because | 5 <input checked="" type="checkbox"/> that Egypt might be too hot. |
| f Prices of holidays in July are higher because | 6 <input type="checkbox"/> their children are still at school. |

4 Discuss this question in pairs.

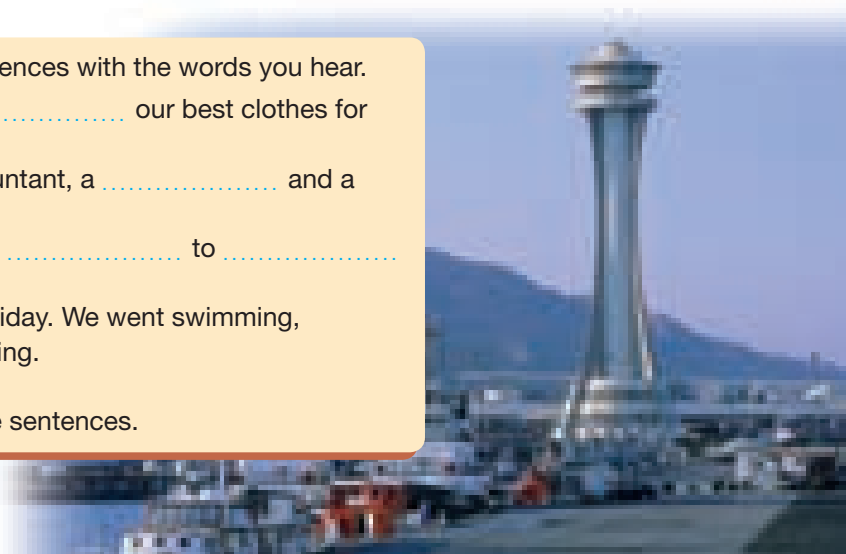
If you could choose, when and where would you go on holiday? Why?

5 The sounds of English

a Listen and complete these sentences with the words you hear.

- 1 going to our best clothes for the party.
- 2 My father has been an accountant, a and a businessman.
- 3 The audience got out of their to the speaker.
- 4 We had a holiday. We went swimming, and sightseeing.

b Now listen again and repeat the sentences.



1 Choose the correct modal verb from A, B, C or D.

- a If you want to go to Jordan for a holiday, you fly or go by boat.
A need B mustn't **C can** D can't
- b We to go to school tomorrow. It's a public holiday.
A don't have B couldn't C need D mustn't
- c You stay at home on a school day unless you're ill.
A can B must C don't have to D can't
- d I revise for the English test. It's really important that I pass.
A need B must C don't need to D mustn't
- e Here's an idea: we all turn down our air conditioning in the summer.
A could B can C have to D need
- f You use your mobile phone while you're driving. It's against the law.
A don't have to B needn't C mustn't D can't
- g In Britain, you take your driving test until you're 17 years old.
A can B must C can't D mustn't
- h You wear anything special for the party, but you can if you want.
A needn't B mustn't C can't D have to



2 Change the underlined active verbs into the passive form.

Transport in Egypt

- For thousands of years, we have used the Nile to carry goods and people inside Egypt.
- Today, roads and railways join all the most important towns and cities.
- They opened the famous Cairo underground railway in 1987.
- It can carry 75,000 passengers an hour.
- They would need 700 buses to carry the same number of people on the streets.

a *For thousands of years, the Nile has been used to carry goods and people inside Egypt.*

b

c

d

e



- 1 Look at the pictures and discuss these questions in pairs.
 - a How long ago did dinosaurs live?
 - b In what ways are dinosaurs like birds?
- 2 Read this article. Does it include any of the ideas you discussed?

Are dinosaurs coming back?

For many years, scientists have been trying to discover genetic information about the dinosaurs which lived on the earth millions of years ago. They believe that by using genetic engineering, they may be able to produce new dinosaurs.

One group of scientists were confident that this would be a possibility after a 68-million-year-old dinosaur skeleton was discovered. As it was being lifted from the ground, one of the bones broke and they found something soft inside that was not stone. This was a remarkable discovery for scientists, who had believed that every part of a dinosaur's body would have turned to stone after such a long time.

Although this discovery meant that dinosaurs could be produced, as in *Jurassic Park*, scientists realised that the

work would take too long and decided to look for other ways to bring back dinosaurs.

Their next idea was to look at birds. Paleontologists know that birds belong to the same genetic family as dinosaurs, so studying birds' genes may be the best way to produce these ancient giants. A discovery in China showed that some dinosaurs had feathers like birds. More surprisingly, it has been discovered that in the egg, some baby birds have very small teeth and tails like dinosaurs.

Although scientists now believe that it is possible to wake the sleeping genes in birds and produce new dinosaurs, many people oppose the idea. They believe that dinosaurs should remain the subject of films and books only.

- 3 Complete these sentences using information from the article.
 - a The dinosaur's bone broke when scientists were lifting the skeleton out of the ground.
 - b The scientists were surprised when they found inside the broken bone.
 - c Scientists did not try to produce dinosaurs from the old bones because
 - d Instead, they decided to study
 - e Before they come out of their eggs, baby birds have
 - f Not everyone thinks it is a good idea to
- 4 What do these words and phrases in bold from the article refer to?
 - a American scientists were confident that **this** would be possible. producing new dinosaurs
 - b As **it** was being lifted from the ground... ..
 - c ...**they** found something inside that was not stone.
 - d **This** was a remarkable discovery for scientists.
 - e Many people oppose **the idea**.

1 Complete these sentences with the correct form of the word in brackets.

- a Scientists were surprised when they found something softer than bone in the dinosaur skeleton. (surprise)
- b Their made them think they could produce dinosaurs. (discover)
- c We do not yet understand everything about engineering. (gene)
- d, birds and dinosaurs are from the same genetic family. (surprise)
- e Many people think it is a that dinosaurs will once more live on the earth. (possible)

2 Discuss this question in pairs.

Would you like to work as a scientist trying to produce new dinosaurs? Why?/Why not?

**Critical thinking****1 Answer the following questions.**

- a How did scientists say they could produce dinosaurs?
- b How old was the skeleton they found?
- c What do paleontologists say about birds?
- d Why do you think scientists want to produce dinosaurs?
- e Why do you think people are so interested in dinosaurs?
- f Do you think scientists will ever succeed in producing dinosaurs? Why?/Why not?

2 Read this quotation from the article and answer the questions.

- a Do you think it is useful for scientists to spend their time finding ways to produce animals that no longer live?
- b Are there more useful things that scientists could be doing?
- c Why do you think some people oppose the idea of bringing dinosaurs back to life?

Although scientists now believe that it is possible to wake the sleeping genes in birds and produce new dinosaurs, many people oppose the idea. They believe that dinosaurs should remain the subject of films and books only.

3 Discuss in pairs.

- a What should scientists spend their time doing? Write a list of the most useful things.
- b Compare your list with another pair.

1 Read these newspaper headlines and discuss the questions in pairs.

a How do global warming and human activities affect wild animals and plants? Think about the following:

- the weather
- food supplies
- pollution
- farming methods
- the growing human population

2.5 degree rise in temperature will kill thousands of animals

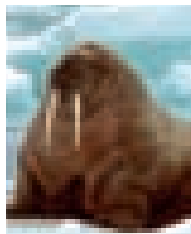
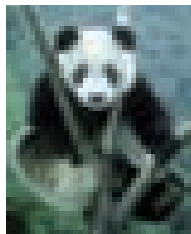
Chinese river dolphin has disappeared

Animals that have lasted millions of years could disappear in months

2 Discuss these questions in pairs.

a These pictures show some of the animals that could disappear in the next few years. Why do you think they are disappearing?

b What do you think could be done to stop their disappearance?



We must help animals and plants to adapt to climate change

3 Work in small groups.

a Choose an animal you would like to save. Find out about this animal and make notes like this example.

Questions

Sample notes

1 Which animal have you chosen?

the walrus

2 Where does this animal live?

the Bering Sea between Russia and Alaska

3 Why is it in danger?

the sea is getting warmer

b Give a short talk to your group, telling them about the animal you have chosen.

c Tell the group why we must stop animals and plants from disappearing.



Grammar Review

UNIT 1 Past and present tenses

Present simple

I/You/We/They	work/don't work	for a well-known Egyptian company.
He/She/It	lives/doesn't live	in Cairo.

Where	do you/we/they live?	When	does he/she arrive at work?
-------	-----------------------------	------	------------------------------------

Do	I/you/we/they live in Cairo?	Yes, I do ./No, I don't .
Does	he/she live there?	Yes, he does ./No, she doesn't .

Use the present simple for:

- habits/repeated actions. *I **go** swimming every week.*
- situations which are true for a long time. *He **lives** in Luxor.*
- facts that are always true. *Doctors **help** ill people.*

Present continuous

I	am cooking	lunch for my family.
You/We/They	are listening	to music on their MP3 players.
He/She/It	is running	fast.

Where	are	you/we/they	going?
What	am	I	doing?
When	is	he/she/it	arriving?

NOTE
See p.125 for the present continuous used to refer to future arrangements.

Are	you/we/they studying at the university?	Yes, we/they are ./No, we/they aren't .
Is	he/she working this morning?	Yes, he is ./No, she isn't .

Use the present continuous for:

- actions that are happening now. *I **can't** see you now. I'm **revising** for the test.*
- actions that are happening around now. *My sister **is studying** English at university.*

Past simple

I/You/He/She/It/We/They	arrived/didn't arrive	at 7 o'clock.
-------------------------	------------------------------	---------------

When	did	I/you/he/she/it/we/they	arrive?
------	------------	-------------------------	----------------

Did	I/you/we/they/he/she/it	arrive this morning?	Yes, I/you/we/they/he/she/it did .
			No, I/you/we/they/he/she/it didn't .

Grammar Review

Use the past simple for:

- an action that started and finished in the past. *She **cooked** a delicious lunch yesterday.*
- repeated actions in the past. *She **cooked** lunch every day last week.*

NOTE
There is a list of irregular verbs on p.136.

Common errors

Correct	Wrong	Notes
I played tennis yesterday.	I was play tennis yesterday. I playing tennis yesterday.	Form the past simple of regular verbs by adding <i>-d</i> or <i>-ed</i> to the infinitive.

Past continuous

I/He/She/It	was/wasn't	flying.	What	was	he/she/it	doing?
You/We/They	were/weren't	talking.	Where	were	you/we/they	flying?

Was	I/he/she	talking loudly?	Yes, you were ./No, you weren't .
Were	you/we/they	talking about school?	Yes, I was ./No, I wasn't .

Use the past continuous for:

- something in progress when an action took place. *When he arrived, I **was watching** television.*
- past actions happening at the same time. *While the teacher **was talking**, everyone **was taking** notes.*

Present perfect

I/You/We/They	have/haven't played	that game yet.
He/She	has/hasn't finished	that book.

Where	has	he/she/it	gone?	What	have	you/we/they	studied?
-------	------------	-----------	--------------	------	-------------	-------------	-----------------

Has	he/she/it	finished yet?	Yes, he/she/it has ./No, he/she/it hasn't .
Have	you/we/they	watched that film yet?	Yes, I have ./No, I haven't .
			Yes, they have ./No, we haven't .

Use the present perfect for:

- actions which began in the past and are still continuing. *I've **read** three books this week.*
*I've **been** at this school **since** 1997/**for** ten years.*
- actions which have happened recently. *I've **just finished** reading this book.*
- past experiences (without saying when). ***Have** you ever **met** anyone famous?*
***She's** never **met** anyone famous yet, but she hopes to one day.*

Common errors

Correct	Wrong	Notes
I've studied English for five years.	I am studying English for five years.	To talk about something which started in the past and still continues in the present, use the present perfect, not the present continuous.
I've been to Italy.	I've been to Italy last year .	Do not use a specific time in the past.

UNIT 2 Linking words (conjunctions)

because to give a reason

It took me a long time to finish the book **because** it is so long.

but/although to contrast ideas

He is young **but** strong.

Swift wrote many books, **but** none were as successful as *Gulliver's Travels*.

Although he spent his first years in England, Swift went to school in Ireland.

NOTE

But can link two adjectives or two ideas with verbs.

if/unless to introduce conditions

If you want to know more about Swift, look him up on the internet.

He won't go to sleep **unless** you tell him a story.

while to link activities in time

While I was reading the newspaper, I fell asleep.

I heard it **while** I was on the bus.

UNIT 3 Revision of past verb tenses

Past perfect

When I woke up, my father **had/hadn't left**.

Where **had** you **seen** him before?

Had he/she **been** there before? Yes, he **had**./No, she **hadn't**.

Use the past perfect:

- to show which of two actions or events happened first.
*By the time I met John, he **had finished** shopping. (*had finished* is the earlier activity)*
- to explain something that happened earlier in the past.
*He was tired because he **had run** all the way home.*

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Common error

Correct	Wrong	Notes
When the police arrived, the robbers had left.	When the police arrived, the robbers was left.	The past perfect is <i>had</i> + past participle.

Past simple and past continuous

- *When I woke up, it was raining.*
- *What were you doing when I arrived?*

Use the past simple to show a single action (*woke up/arrived*) which takes place while another action is in progress (past continuous: *was raining/were you doing*).

Past simple or present perfect?

- *My brother learnt to drive last year.* Use the past simple (*learnt*) for a completed past action.
- *My brother has learnt to drive.* Use the present perfect (*has learnt*) for an event that was either recent or when we do not know when it happened: It describes the experience in general.

Common error

Correct	Wrong	Notes
I've visited the Pyramids. I visited the Pyramids last year.	I've visited the Pyramids last year .	If we say when something happened, use the past simple.

UNIT 4 Future verb forms

will + infinitive

I expect I **will** (**I'll**) **see** you tomorrow.

We **will not** (**won't**) **meet** again until next week.

When **will** she **get** here?

Will they **be** here soon? Yes, **they will**./No, **they won't**.

Use will + infinitive for:

- predictions. *I think **you'll enjoy** your holiday.*
- future facts. ***I'll be** 16 next week.*
- quick decisions. ***That's the phone – I'll answer it.***
- offers. ***I'll go** shopping with you if you like.*

Common error

Correct	Wrong	Notes
The water's boiling – I'll turn the gas off.	The water's boiling – I'm turning the gas off.	For a quick decision, use <i>will</i> , not the present continuous (which is used for an arrangement).

going to + infinitive

I am (I'm)	going to work	hard this term.
I am not (I'm not)	going to be	late.

What are you going to do when you leave school?

Is he/she	going to buy that book?	Yes, she is./No, he isn't.
Are you/we	going to see the film?	Yes, I am/we are./No, I'm not/we're not.

Use going to + infinitive for:

- plans, intentions and decisions. *I'm going to do more exercise next year.*
- predictions with evidence. *There are no clouds in the sky. It's going to be another sunny day.*

Present continuous for the future

(See p.121 for formation and present uses of the present continuous.)

Use the present continuous to talk about the future for arrangements and completed plans.

The class is visiting the museum next week. We are meeting at 9 o'clock on Monday morning.

UNIT 5 Definite and indefinite articles

The indefinite article a/an

Use a/an to:

- refer to something for the first time. *A bird can work in a team.*
- refer to one of many. *He's a player in that football team.*
- refer to someone's job. *She is a civil engineer.*

NOTE

Only use **a/an** with singular countable nouns.

a or an?

- Use **an** with words which begin with a vowel sound. *I read an article about Golding.*
- If the letters *u* or *h* have a consonant sound, use **a**. *My sister works in a hospital. She has to wear a uniform.*
- If the letters *u* or *h* have a vowel sound, use **an**. *My uncle is an honest man. He drives an underground train.*

The definite article the

You can use **the** with all kinds of nouns: singular or plural, countable or uncountable. Use **the**:

- to refer to something you have already referred to. *A bird was put in a cage with some food. The bird could see the food but could not reach it.*
- to refer to something there is only one of. *Golding was a sailor in the British navy.*
- to refer to an invention or a type of animal. *The computer says the lion is a member of the cat family.*

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- with the names of most seas, oceans and rivers. **the** *Pacific Ocean/the Mediterranean Sea/the Nile*
- with the names of some countries (usually ones in a group of some kind).
the *United Arab Emirates/the United Kingdom/the United States*

No article

Use no article:

- with plural countable nouns (with a general meaning). **Children** can be noisy.
- with uncountable nouns (with a general meaning). *If you're thirsty, drink **water**.*
- with the names of towns, cities and most countries. **Luxor/London/Egypt/Turkey**

Common errors

Correct	Wrong	Notes
The computer has changed the way we work.	<u>A</u> computer has changed the way we work.	Use <i>the</i> , not <i>a/an</i> , for inventions.
I prefer wooden furniture.	I prefer <u>a</u> wooden furniture	<i>Furniture</i> is an uncountable noun so you cannot use <i>a</i> .

UNIT 6 Comparative and superlative forms

Adjective Type	Adjective	Comparative	Superlative
One-syllable adjectives ending with two consonants or a long vowel: add <i>-r/the -st</i> or <i>-er/the -est</i> .	large	larger	the largest
	deep	deeper	the deepest
One-syllable adjectives ending with a short vowel and one consonant: double the last consonant and add <i>-er/the -est</i> .	big	bigger	the biggest

Adjective Type	Adjective	Comparative	Superlative
Two or more syllable adjectives ending in <i>y</i> : change <i>y</i> to <i>-i</i> and add <i>-er/the -est</i> .	easy	easier	the easiest
Many two or more syllable adjectives: use <i>more/the most</i> + adjective.	difficult	more difficult	the most difficult

Other words, phrases and irregular forms:

- *less/the least* are the opposites of *more* and *the most*.
*My book is **less interesting** than yours, but Ali's is **the least interesting** (book).*
- You can compare with (not) *as* + adjective + *as*. *Mount Fuji is **not as dangerous as** Annapurna.*
- *Good* and *bad* have irregular forms. *This hotel is **better** than that one, but the Blue Hotel is the **worst**.*

- Use comparative adjectives with *than* to compare two people or things.
*Mount Fuji is **more beautiful than** the Matterhorn.*
- Use *the* + superlative adjectives to compare more than two people or things.
*Mount Fuji is **the most popular** mountain in the book.*

Common errors

Correct	Wrong	Notes
Everest is higher than Kilimanjaro.	Everest is more higher than Kilimanjaro.	Add <i>-er/-est</i> to short adjectives instead of using the word <i>more/most</i> .
Annapurna is more dangerous than Everest.	Annapurna is dangerouser than Everest.	Use <i>more</i> with long adjectives instead of adding <i>-er</i> .

UNIT 7 Relative clauses and relative pronoun *whose*

In all relative clauses, use:

- *who* or *that* for people.
- *where* for places.
- *which* or *that* for things.
- *when* for times.
- *whose* to show that something belongs to or is connected with someone or something.

Type 1

Type 1 relative clauses give us important or necessary information about people, things or places. They tell us which person, thing or place.

*The supermarket **which Miss O'Connor works for** buys vegetables from Fruco.*

*The man **that Ibrahim met** at the airport was from Scotland.*

We can leave out the relative pronoun if it is the object of the clause.

*The man **Ibrahim met at the airport** was from Scotland.*

NOTE

Do not use commas around the clause.

Type 2

Type 2 relative clauses do not tell us which person, thing or place. They only give us more information about them.

*Mr Wong, **who has just arrived in Egypt**, is the chief buyer for a Chinese company.*

*The company, **which is in Beijing**, employs 1,000 people.*

We can never leave out the relative pronoun.

NOTE

Always use commas around the clause.

Common error

Correct	Wrong	Notes
The man that Ibrahim met at the airport is from Scotland.	The man that Ibrahim met at the airport he is from Scotland.	Do not use another pronoun to repeat a reference.
	The man that Ibrahim met him at the airport is from Scotland.	

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Whose

Whose is a relative pronoun which is used to show that something or someone belongs to something or someone else.

- In a type 1 relative clause: *I work for a supermarket chain **whose** head office is in Ireland.*
- In a type 2 relative clause: *Miss O'Connor, **whose** company buys fruit and vegetables from Fruco, has made an appointment to meet Mr Latif.*

UNIT 8 *used to*

I/you/he/she/we/they	used to play	tennis.
	didn't use to drink	tea.

Where	did you	use to live?
-------	----------------	---------------------

Did you	use to walk to school?	Yes, I did ./No, I didn't .
----------------	-------------------------------	---

Use **used to** + the infinitive:

- to contrast past and present habits.
*He **used to swim** every day. (He doesn't do this now.)*
- to contrast past and present situations.
*We **used to live** in a small flat in the city centre.*

NOTE

Use **used to** only to refer to the past. To refer to present habits, use the present simple.

Common error

Correct	Wrong	Notes
Where did you use to live?	Where did you used to live?	In questions and negative sentences, we use the infinitive form use (not used).

UNIT 9 Present perfect simple and continuous

The present perfect always links the past with the present in some way. See also p.122.

Present perfect simple

Use the present perfect simple for:

- actions which began in the past and are still continuing. ***She's worked** very hard this week.*
- actions which have happened recently. *We **have just passed** the test.*
- someone's experience. *He **has** always **enjoyed** fishing.*

Present perfect continuous

I/you/we/they	have (not) been working	all day.
He/She	has (not) been trying	to phone you since yesterday afternoon.

Has	he/she been revising for the test?	Yes, he/she has ./No, he/she hasn't .
Have	I/you/we/they been running ?	Yes, I/you/we/they have ./No, I/you/we/they haven't .

Use the present perfect continuous:

- for uninterrupted activities leading up to the present. *I've **been studying** all day.*
- for activities that have happened regularly in the time leading up to the present. *It's **been raining** a lot recently. I've **been learning** Greek for the last few months.*
- to explain a present situation. *I've **been running** – that's why I'm so tired.*

Common error

Correct	Wrong	Notes
I've been studying English for nine years.	I'm studying English for nine years.	To refer to an activity that started in the past and still continues, use the present perfect continuous.

UNIT 10 Question tags

A question tag is a short question which is added to a sentence, usually in conversations.

Sentence	Question tag
It was very interesting,	wasn't it?
Pesticides can be poisonous,	can't they?
We should leave that discussion until another day,	shouldn't we?
We didn't need chemical fertilisers then,	did we?
We haven't talked about the subject of genetically modified crops yet,	have we?
You read that newspaper article about farming,	didn't you?

- Negative question tags follow affirmative verbs in the main sentence.
- Affirmative question tags follow negative verbs in the main sentence.
- Question tags have the same subject as the main verbs.
- In question tags, the verb comes before the subject.
- Question tags which follow verbs in the simple present or simple past use an auxiliary verb (see sentence 6).

Question tags can be used for two purposes:

- to check information you think is correct, or to ask for another person's agreement. In this case, the speaker's voice goes down on the question tag.
- to find information you are not sure of. This is a real question, so the speaker's voice goes up at the question tag.

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Common errors

Correct	Wrong	Notes
We didn't need chemical fertilisers then, did we?	We didn't need chemical fertilisers then, didn't we?	Use affirmative question tags with negative verbs.
We haven't talked about genetically modified crops yet, have we?	We haven't talked about genetically modified crops yet, have they?	The subject of the question tag is always the same as the subject of the main verb.
You read that newspaper article about farming, didn't you?	You read that newspaper article about farming, haven't you?	The tense of the question tag is always the same as the tense of the main verb.

UNIT 11 Past perfect simple and continuous

Past perfect

Use the past perfect to show which of two actions or events happened first. See also p.123.

*He looked tired yesterday because **he'd slept** badly the night before.*

Past perfect continuous

I/They **had (not) been waiting** for an hour when the train arrived.

What **had he been doing** before the accident happened?

Had you **been waiting** long before he arrived? Yes, we **had**./No, we **hadn't**.

Use the past perfect continuous:

- to describe something that happened for a length of time before another action in the past.
*We'd **been waiting** for three hours before our plane took off.*
- to give a reason for an event in the past.
*There were floods because it **had been raining** for three days.*

UNIT 12 Pronouns and reflexive pronouns

Subject pronouns	I	you	he	she	it	we	they
Object pronouns	me	you	him	her	it	us	them
Possessive pronouns	mine	yours	his	hers	–	ours	theirs
Reflexive pronouns	myself	yourself	himself	herself	itself	ourselves	themselves

Use reflexive pronouns:

- when the subject and object of a sentence are the same. *Sarah fell over, but **she** didn't hurt **herself**.*
- for emphasis. *We did all the work **ourselves**. Nobody did it for us.*

Common error

Correct	Wrong	Notes
I showered and dressed in ten minutes.	I showered myself and dressed myself in ten minutes.	We do not normally use reflexive pronouns after <i>wash, shower, dress</i> .

UNIT 13 Conditional sentences

Zero conditional

If + present simple + present simple: If I **feel** tired, I **go** to bed. I **go** to bed if I **feel** tired.

Use zero conditional sentences:

- to describe actions or things which are usually true. In these sentences, *if* = *when*.
If I **feel** thirsty, I **drink** water.

First conditional

If + present simple + *will* + infinitive: If we **don't go** now, we **won't catch** the bus.

Use first conditional sentences:

- to refer to an action which we think is possible in the future.
If I **pass** the exam, I **ll be** very happy.

NOTE

In conditional sentences of all kinds, the *if* clause can be the first or second part of the sentence.

Second conditional

If + past simple + *would* + infinitive: If you **worked** harder, you **would get** higher marks.

Use second conditional sentences:

- to refer to an action which we think will probably not happen in the future.
If people **lived** on the moon, they **would be** tired and bored.

Common error

Correct	Wrong	Notes
If I had more time, I would visit my friends in Dubai.	If I would have more time, I would visit my friends in Dubai.	In second conditional sentences, the verb in the <i>if</i> clause is in the past simple.

Third conditional

If + past perfect + *would have* + past participle:

If he **had left** on time, he **wouldn't have missed** the bus (but he did miss it).

Use third conditional sentences:

- to refer to an imagined action in the past.
If you **had got the job**, you **would have lived** in Luxor (but you didn't get the job so you don't).

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Common error

Correct	Wrong	Notes
If you had worked harder, you would have passed the test.	If you would have worked harder, you would have passed the test.	In third conditional sentences, the verb in the <i>if</i> clause is in the past perfect.

UNIT 14 Prepositions

Prepositions after nouns

- What was the **reason for** the accident?
- There has been an **increase in** the number of tourists going to Luxor.
- Many people are worried about the **problem of** climate change.
- The earthquake caused **damage to** many houses.
- My uncle worked for the **reform of** education.
- We never discovered the **cause of** the accident.
- I don't understand the **popularity of** Rider Haggard's stories.
- What is the **answer to** the problem of climate change?

Prepositions after adjectives

- He is **brilliant/good/bad at** writing exciting stories.
- Shakespeare was most **famous for** his plays.
- He was **keen on** writing, even as a boy.
- I'd be **interested in** learning more about Rider Haggard.
- I was **angry/annoyed/disappointed with** him for being late.
- I'm **proud of** my brother – he has done so well at school.
- My little brother is **afraid/frightened/terrified of** birds.
- Are you **worried/excited/happy about** going to China?
- I'm **sorry about** forgetting to phone you.
- Football has always been **popular with** young boys.

Prepositions after verbs

- Where can I **find out about** climate change?
- My brother is going to **apply for** a job at the university.
- The explorers were **looking for** diamonds.
- He **helped in** the reform of education.
- Until I read *King Solomon's Mines*, I'd never **heard of** Rider Haggard.
- I think that car **belongs to** one of our teachers.
- He **died of** heart disease.

UNIT 15 Passive verbs

- Passive verbs are formed from the verb *be* (in the tense of the active verb) + the past participle of a verb. The object of an active verb is used as the subject of the passive verb.
Jonathan Swift **wrote** *Gulliver's Travels*. (Active)
Gulliver's Travels **was written by** Jonathan Swift. (Passive)
- The subject of an active verb is the agent of the passive verb and is introduced by the preposition *by*. Passive sentences do not always include an agent.
We **sold** the car for \$500. (Active)
The car **was sold** for \$500 (by us). (Passive)
- Intransitive verbs (which never have an object) cannot be used in the passive.
She **walked** for three hours. (No passive form is possible as *walk* is an intransitive verb.)

Present simple	Houses are designed to be warm in winter and cool in summer.
Present continuous	Our car is being repaired this week.
Past simple	These flats were built in 1965.
Past continuous	The car was being driven too fast.
Present perfect	We've been invited to a party at the weekend.
Past perfect	The students had been warned about being late for school.
Future with <i>will</i>	I expect we'll be told where to go.

Use the passive:

- to show what you are more interested in.
My friend **painted** this picture last year. (You are interested in the friend.)
This picture **was painted** by my friend last year. (You are interested in the picture.)
- when you do not know, or it does not matter, who did the action.
Two books **have been taken** from our classroom. (We do not know who took them.)
Before roads **were built** across the desert, few visitors came to this town.
(It does not matter who built the roads.)
- when it is obvious who did the action.
They **were arrested** at the airport. (Only police officers can arrest people.)

Passive expressions starting with *It...*

Passive expressions	Less formal expressions
It is known that people have lived in the desert for thousands of years.	We know that people have lived in the desert for thousands of years.
It is said that the building of the Temple of Edfu was started in 237 BC.	People say that the building of the Temple of Edfu was started in 237 BC.
It is believed that wolves and foxes were hunted in Sinai 3,000 years ago.	We believe that wolves and foxes were hunted in Sinai 3,000 years ago.

UNIT 16 *must, have to, need to*

must/mustn't

Use **must/mustn't** + infinitive to express strong feelings or wishes:

- You **mustn't smoke** in hospitals. (a rule)
- You **must come** and see us at the weekend. (a warm invitation)
- You **must wash** your hands before you eat. (strong advice)
- We **must buy** souvenirs for our friends here. (a strong reminder to ourselves)

Common errors

Correct	Wrong	Notes
I must buy some bread.	I must to buy some bread.	Do not use <i>to</i> with the infinitive after <i>must</i> .
He had to go to hospital yesterday.	He must go to hospital yesterday.	If we want to talk about past obligations, we use <i>had to</i> , not <i>must</i> .

have to/don't have to

Use **have to/don't have to** + infinitive when we cannot choose whether to do something or not. You can use **have to** in all the verb tenses. It is also used for the future and past forms of **must**.

- My brother and I **have to go** to school every day.
- My grandfather **had to work** six days a week.
- The flight is at six in the morning, so we'll **have to get up** very early.

NOTE

You can sometimes use **have got to** instead of **have to**, e.g. We've **got to give** in our homework tomorrow.

need to/don't need to

Use **need to/don't need to** to refer to actions that are or are not necessary. It is very similar in meaning to **have to/don't have to**:

- I have no money – I **need to get** some from my bank.
- When you're on holiday, you **don't need to go** to bed early

NOTE

You can use **needn't + infinitive** without **to** instead of **don't need to**. When you're on holiday, you **needn't get up** early.

UNIT 17 Passive verbs

The infinitive form of passive verbs

- Because of technology, larger and larger buildings can **be built** in modern cities.
- He went to university **to be trained** as a doctor.
- The Great Wall of China could **be seen** from space.

UNIT 18 Modal verbs: *can/could* for ability/possibility and permission

Possibility

- Some cars **can use** electricity. (This is possible.)
- We **could** ban cars from cities. (This would be possible if we wanted it.)
- He **can't be** Egyptian. His parents are English. (This is not possible.)

Ability

- I **can see** very well without glasses. (I have this ability.)
- We **can** solve this problem. (We have the ability to solve this problem./It is possible for us to solve it.)
- Use *could/couldn't* for general past abilities:
I **could** swim at the age of six. I **couldn't** ride a bicycle until the age of nine.
- Do not use *could* for a particular past ability. Instead, use *was able to/managed to/succeeded in + -ing*:
I took my car to the garage this morning, where one of the mechanics **was able to/managed to** start it.
I'd been trying to send that e-mail all day. Finally, I **succeeded in sending** it at six o'clock in the evening.

Common errors

Correct	Wrong	Notes
Finally, I managed to send the e-mail at six o'clock.	Finally, I could send the e-mail at six o'clock.	Do not use <i>could</i> to refer to a particular past ability.

Permission

- In some countries, you **can drive** at the age of 17. (The law says this is permitted.)
- In some cities, people **can't use** their cars every day. (This is not permitted/it is against the law.)
- Use *could/couldn't* to refer to past permission:
In the past, people **could drive** a car without passing a driving test.
- Use *can/could* to refer to future permission: You **can/could borrow** my car tomorrow.
- You can also use *may* for present or future permission. This is polite or formal.
You **may borrow** my car tomorrow if you like. **May I use** your phone, please?

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Irregular verbs

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten (Am)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent

lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

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(top = t, bottom = b, left = l, right = r, centre = c)

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Hurst), 12 (tl/Stockbroker/MBI), 12 (b/Art Kowalsky), 13 (background/Andersen Ross/Blend Images), 14 (background/DBURKE), 16 (b/Tony Cordoza), 18-19 (background/Carolina Biological Supply Company/Phototake Inc.), 21 (hockey/Colin Underhill), 21 (badminton/Jupiterimages/Goodshoot), 26 (t/Andrzej Tokarski), 28-29 (background/Bill Brooks), 32 (l/Peter Barritt), 32 (c/Image Plan/Corbis Premium RF), 32 (r/David Ball), 34 (climber red helmet/Buzz Pictures), 34 (background/David Ball), 36 (chris warren/CW Images), 41 (Chris Ballentine/Paul Thompson Images), 43 (background/Friedrich Stark), 44 (Port Said harbour/Sylvain Grandadam/Robert Harding Picture Library Ltd), 44 (background/Michael Wells/fStop), 47 (r/Sorge/Caro), 50 (watch/PhotoSpin, Inc), 50 (pyramid /Burke/Triolo/Jupiterimages/ Brand X), 53 (background/Muell), 55 (netball/Gina Glover/Photofusion Picture Library), 55 (squash/RM6/Glowimages RM), 56 (t/Rod McLean), 61 (b/Doug Houghton), 62 (Branislav Senic), 63 (background/funkyfood London - Paul Williams), 63 (bowl of tomatoes/Nifro Concepts), 64 (background/Andrew Holt), 64 (locust/Nigel Cattlin), 65 (l/IS294/Image Source Pink), 65 (cl/Claude64111/Stockfolio®), 65 (cr/Studio Eye/Photo Agency Eye), 71 (panel a/Stu), 71 (panel b/dreamtours/imagebroker), 71 (panel c/Chris Ballentine/Paul Thompson Images), 73 (background/Keren Su/China Span), 73 (wooden houses/Iain Masterton), 76 (panel c/David Levenson), 76 (panel b/Chad Ehlers), 76 (panel d/john macpherson), 80 (b/Jonathan A. Meyers/Stock Connection Distribution), 82 (b/Picture Partners), 85 (Peter Adams Photography Ltd), 88-89 (background/Lawrence Lawry/Photodisc), 91 (Temple of Rameses/Ellen Rooney/Robert Harding Picture Library Ltd), 91 (The Ibn Tulun mosques/amjad el-geoushi), 91 (The El Mursi Abu El Abbas mosque/Gary Cook), 91 (Water Wheels, Fayoum/ancientnile), 93 (Fayoum Oasis/Middle East), 94 (House of Mizoumi/blickwinkel), 94 (Workers' village/Ariadne Van Zandbergen), 103 (Ian Patrick), 103 (tourists at Sharm El Sheik /Massimo Pizzocaro), 104 (background/David Coleman), 105 (c/Kevpix), 105 (b/Art Kowalsky), 108-109 (background/artpartner-images.com), 108 (fire alarm/Chuck Franklin), 112 (t/Jinny Goodman), 112 (b/frans lemmens), 115 (Imagemore Co., Ltd.); Bigstockphotos pp 23 (background/Ice), 24 (background/Zastavin), 25 (l/RazvanPhotograph), 25 (r/Aki), 74 (background/AGHI), 76 (panel a/P.Lange), 78-79 (background/AndreasG), 105 (t/pail prescott), 118-119 (background/jakezc); Corbis pp 31 (tr/Bettmann), 33 (climber white helmet/Kennan Ward), 46 (diamond necklace/Smithsonian Institution), 46 (Maupassant portrait/Chris Hellier), 48 (blue diamond necklace/Smithsonian Institution), 55 (chess/Darren Greenwood/Design Pics), 56 (tc/Stephane Reix/For Picture), 67 (t/Bettmann), 84 (background/Robert Llewellyn/zefa), 93 (background/Rob Howard), 93 (El-Minya/Gianni Dagli Orti), 94 (Hermopolis/Sandro Vannini), 96 (l/Simon Jarratt/image100), 96 (c/Emely/zefa), 100 (l/Frédéric Soltan), 116 (tl/Hans Georg Roth); Frank Lane Picture Agency pp 37 (Spix's Macaw/Claus Meyer/Minden Pictures), 37 (Andean Condor/Tui De Roy/Minden Pictures), 111 (t/Rinie Van Muers/FN/Minden); Getty Images pp 1 (tr/Michael Krasowitz/Taxi), 1 (br/Stockbyte), 16 (t/Jose Luis Pelaez Inc/Blend Images), 21 (volleyball/AFP/Alì Ozluer), 31 (tl/Travel Ink/Gallo Images), 33 (climber red helmet/Monica Dalmasso/Stone), 33 (background/Travel Ink/Gallo Images), 34 (climber alpine hat/Jerry Cooke/Pix Inc./Time Life Pictures), 37 (Ostrich/Anup Shah/Photodisc), 51 (t/Mike Hewitt), 52 (t/Roy Mehta/Photonica), 54 (Abede Bikela/Central Press/Hulton Archive), 54 (Zola Budd /Mike Powell/Allsport), 55 (climbing/Digital Vision), 56 (bc/H. Allen/Topical Press Agency), 57 (Pete Turner/The Image Bank), 58-59 (background/Malcolm Piers/The Image Bank), 77 (Brian Lawrence/Photographer's Choice), 79 (Wall's ice cream bicycle/Popperfoto), 83 (background/Sascha/Photonica), 86 (t/Rob Reichenfeld/Dorling Kindersley), 87 (t/George C. Beresford/Hulton Archive), 91 (Temple of Horus, Edfu/Upperhall Ltd/Robert Harding World Imagery), 94 (background/Travel Ink/Gallo Images), 94 (Roman Amphitheatre/Hisham Ibrahim/Photodisc), 96 (r/Asia Images Group/PictureIndia), 98-99 (background/Pearl Bucknell/Robert Harding World Imagery), 98 (cave/Martin Barraud/Riser), 100 (tr/Laurence Hughes/Stone), 100 (br/Gavin Hellier/Robert Harding World Imagery), 101 (Marvin E. Newman/Photographer's Choice), 111 (c/Travelpix Ltd/Stone), 111 (b/2007 U.S. Navy), 113 (background/Klaus Nigge/National Geographic), 113 (logging/Stockbyte), 114 (background/AFP), 117 (James Strachan/Stone); iStockphoto pp 37 (Red Junglefowl/jiwhite), 37 (Bee Hummingbird/Joesboy), 38-39 (background/aldomurillo), 38 (girl/sjlocke), 65 (r/ranplett); Mary Evans Picture Library p 47 (l); PA Photos p 31 (b/Leif Kullman/SCANPIX); Photolibrary.com pp 4 (background/Claire Artman/Cusp), 55 (water skiing/Martin Bydalek/Uppercut Images RF), 61 (t/Purestock), 68 (background/James Watt/Animals Animals), 69 (background/James Watt/Animals Animals), 71 (panel d/Michel Viard/Photononstop), 86 (b/Digital Vision), 93 (Sinai/Sylvain Grandadam/age fotostock), 116 (tr/Beauty Photo Studio/age fotostock), 116 (b/Frumm John/Hemis), 120 (l/Keith and Liz Laidler/Oxford Scientific/OSF), 120 (c/Fritz Poelking/age fotostock), 120 (r/Richard Packwood/Oxford Scientific/OSF); Punchstock pp 21 (squash/Image Source), 21 (running/Purestock), 23 (lions/PhotoDisc/Paul Souders); Rex Features pp 3 (cr/ITV), 48-49 (background/Most Wanted), 50 (iPod/Martin Lee), 50 (mobile phone/Sonny Meddle), 51 (b/Giuliano Bevilacqua), 54 (background/Sipa Press), 56 (b/Sipa Press), 106 (Linda Matlow); Science Photo Library pp 3 (background/P. Marseaud, ISM), 18 (Pasteur portrait/Photo Researchers), 19 (Pasteur in lab/Custom Medical Stock Photo); Topfoto p 26 (b/John Hedgecoe)